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UNITED STATES BUREAU OF EDUCATION,
CIRCULAR OF INFORMATION NO. 1, 1902.

CONTRIBUTIONS TO AMERICAN EDUCATIONAL HISTORY.

EDITED BY HERBERT B. ADAMS.

No. 30.

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HISTORY OF EDUCATION

IN

WEST VIRGINIA.

BY

A. R. WHITEHILL, A. M., Ph. D.,

Professor of Chemistry in West Virginia University.

WASHINGTON:
GOVERNMENT PRINTING OFFICE,
1902.



[Whole Number 280]

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LETTER OF TRANSMITTAL

MARCH 14, 1902.

SIR: I have the honor to transmit herewith a history of education in West Virginia, by Prof. A. R. Whitehill, of the University of West Virginia. This circular forms one of a series which was intended to cover the history of education in the various States, the author of each circular being selected for his special familiarity with the particular history which forms the subject of that circular, while the whole series was to be edited by the late Prof. Herbert B. Adams, of Johns Hopkins University.

The present circular traces the history of education in West Virginia from its small beginnings in the log schoolhouse of the first settlers to the modern university and system of public schools. An Appendix brings the work down to date and shows the many and important changes which have been introduced in the methods and means of education in the last ten years.

Very respectfully, your obedient servant,

W. T. HARRIS, *Commissioner.*

Hon. E. A. HITCHCOCK,
Secretary of the Interior.

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"A system of general instruction, which shall reach every description of our citizens, from the richest to the poorest, as it was the earliest, so it will be the latest of all the public concerns in which I shall permit myself to take an interest."

(THOMAS JEFFERSON, in 1818.)

"It may with much propriety, and some degree of pride, be said that the people of West Virginia have adopted and are successfully developing the educational ideal of Virginia's great philosophical statesman. We have the common schools for the education of all in the rudiments of an English education, State normal schools for the training of teachers, and the university, in which are taught the higher branches of mathematics, the classics, and the useful sciences."

(CHARLES S. LEWIS, State superintendent of schools, in 1872.)

"In one form or another the college is an essential element of every prosperous State. The children of the Commonwealth constitute its richest treasure, its most productive capital; and its highest function, as well as the best test of its progress relative to the State, is found in its ability to properly educate them."

(Dr. ALEXANDER MARTIN, in 1867.)

"Since the establishment of popular education amongst us, its growth has been steady and permanent, and it may now be regarded as a part of our fixed policy, and justly so; for whatever merit may be claimed for other agencies designed to promote the public good, free-school education, stripped of party politics, sectionalism, and sectarianism, is and must continue to be the chief element of our success."

(Governor WILLIAM E. STEVENSON in annual message, in 1872.)

"Let us recognize the fact that after all the true foundation for the future greatness of a people and the perpetuity of free institutions is the individual intelligence and virtue of its citizens, and to develop these in the citizen the most important factor, next to the home, is a complete and thorough system of education."

(Dr. E. M. TURNER, president of State University, in 1888.)

PREFACE.

In the preparation of the history of education in West Virginia many difficulties have been encountered. No reports from the private schools are received by any school officer, and the records of many of these schools are very incomplete. But little information in regard to their history has ever been published, and the information contained in the following pages has been obtained mostly from private sources.

The public-school system of the State now includes the elementary schools, the normal schools, and the university, and these schools are carefully managed and are liberally supported by the people. An effort is being made for the establishment of a system of secondary schools, and when these have been established the unification of the public-school system will be complete.

Previous to the establishment of the West Virginia University, Bethany College was the only higher institution of learning in the State. This institution, founded by Alexander Campbell, continues to prosper and is taking a high rank among the educational institutions of the country.

In the preparation of this paper the writer acknowledges his indebtedness to the principals of the several institutions which have been mentioned. They have generously responded to the request for information, and have supplied much of the material which is given in the history of the schools under their supervision.

Special acknowledgments for assistance are due to Hon. B. S. Morgan, State superintendent of public instruction; Rev. A. McLean, president of Bethany College; Dr. E. M. Turner, president of the State University; ex-Governor F. H. Pierpont, of Fairmont; Prof. W. H. Anderson and Mr. L. A. Lindemuth, of Wheeling, and to many others who kindly gave the writer suggestions and information. The article on Catholic Education was prepared by request by Rev. J. W. Stenger, of Charleston, and that on the Public Schools of Parkersburg by Prof. W. M. Straus.

It is hoped that in the following pages many important facts in regard to the history of education in West Virginia have been placed on record, and that the monograph will serve the purpose for which it is intended.

A. R. W.

WEST VIRGINIA UNIVERSITY,
Morgantown, January 1, 1890.

EDUCATION IN WEST VIRGINIA.

Chapter I.

EARLY SCHOOLS AND SCHOOLHOUSES.

In the territory now included in West Virginia there were but few schools before the beginning of the present century. In that section of Virginia lying east of the Allegheny Mountains a number of educational institutions were already in existence, but west of the mountains the country was still sparsely settled, and no school of high reputation had yet been established. The time of the early settlers had been fully occupied in gaining sustenance for themselves and their families, and in this work many difficulties and dangers had been encountered. The fierce warriors of the Iroquois, Delawares, and other Indian tribes had disputed the right of the white men to the possession of the land, and in the early history of the territory many battles are recorded.

The few subscription schools which were in existence were conducted under many disadvantages, and the elementary branches were chiefly studied. Then the schools were not regulated by law, directed by competent persons, and supported by the State. The pupils were few, the books and funds were scarce, and the teachers were poorly paid and often not paid at all. It was the formative period in the educational history of the nation, yet in these old-time institutions of learning excellent work was often performed, and many pupils were enrolled who afterwards became distinguished for their intellectual abilities and great moral strength.

THE LOG SCHOOLHOUSE.

The early schoolhouse in western Virginia was a primitive structure in close proximity to the fort, and was erected by the people who came together for the purpose. The buildings varied in size according to the number of pupils to be accommodated, and were usually about 8 feet in height, and constructed of round logs. These logs having been properly hewn and placed in position, a roof was added, and boards and shingles sometimes not being available, light logs and

bark and even moss served as the covering. The inside finish was very rough, and the floors were laid with heavy timbers, which were called puncheons. The door was also made of puncheons, and hung on wooden hinges and was fastened with a wooden latch. This latch was always on the inside, but to enable those to enter from without a small string was attached and passed through the door. This was the origin of the phrase, "the latch string is out," for when the string was pulled in the entrance of anyone was not desired.

Windows were made by cutting holes in the logs, and when glass could not be obtained greased paper was placed over the openings. Stoves were almost unknown, and a fireplace was made by cutting a hole in the end of the building and connecting the same with a chimney which had been erected on the outside. Wood was the fuel used, and the spare moments of the teacher and pupils were often occupied in gathering the necessary supply.

The furniture of these early schoolhouses was of a primitive character. The seats were made of split logs, with the broad side turned upward, and the whole was supported on wooden legs. These seats had no backs, and were so high that the feet of the smaller children seldom touched the floor. This prevented unruly ones from making any noise with the feet, but their position was very uncomfortable while the school remained in session. Slabs or boards supported on pins or fastened with hinges to the wall served as writing desks, and a number of well-seasoned hickory rods were in close proximity to the chair of the teacher. Goose-quill pens and soapstone pencils were in common use, while steel pens, printed copy books, and other modern educational helps were yet unknown.

The schools were raised by subscriptions, and continued so long as the funds lasted. The settlers signed the number of scholars they would send. The teachers boarded around and did chores for their board, and were responsible for the care and condition of the schoolhouses.

IMPROVEMENTS IN BUILDINGS AND METHODS OF INSTRUCTION.

As the population increased these log schoolhouses were improved, and many of them were replaced by one-story frame structures, with the teacher's desk at one end, the desks of the pupils around the sides and other end, and a great stove in the center. Improvements were also made in methods of teaching, and many years before the formation of West Virginia into an independent State several good public schools and a number of seminaries and academies had been founded. The establishment of the public-school system at the close of the civil war was the beginning of a new era in the educational history of the State, and since then improvements in buildings and methods of instruction have been very marked.

Chapter II.

THE DEVELOPMENT OF THE PUBLIC-SCHOOL SYSTEM.

It is recorded that as early as the year 1619 efforts were made to establish in Virginia a college for the Indians and a seminary of learning for the English; but it does not appear that these efforts were successful. In 1660 the colonial assembly of Virginia voted in favor of higher education for the people, but it was not until 1693 that the oldest college in the South was founded. For nearly one hundred years the educational history of the colony was largely associated with the College of William and Mary, and to the close of the Revolution no general system of popular education had been developed.

Among the distinguished Virginians who were prominent in the early educational history of the State were George Washington and Thomas Jefferson. The former having been chosen chancellor of the College of William and Mary one year before he was elected President of the United States, had his attention directed more closely to educational matters, and he conceived the magnificent idea of a national university at the capital of the nation. The latter confined his attention to the educational needs of his own State, and soon evolved a plan for popular education which was as clear and exhaustive as that famous one presented by Prince Talleyrand at the time of the French Revolution.

According to Prince Talleyrand's scheme education was treated with an immediate view to national ends. In every canton he proposed to establish a primary school for elementary instruction, and in every chief town a secondary school, in which higher instruction was to be imparted. Special schools were then provided for in which special attention was to be given to the useful arts and professions, and lastly a great national institute was proposed, in which the most profound researches in literature and science were to be conducted and in which the best talent of the French nation was to be engaged. In this system the duties of citizenship were especially to be regarded, while the development of the physical, intellectual, and moral nature of the people was provided for. The plan was not at once carried into execution, but served as a basis for subsequent legislation and discussion.

THOMAS JEFFERSON AND THE PUBLIC SCHOOLS.

In 1779 Mr. Jefferson drew up a bill for the legislature which proposed to lay off every county into hundreds or townships of 5 or 6 miles square. In the center of each of these townships was to be a free English school. The whole State was to be laid off into larger districts, in each of which was to be a grammar school for teaching geography, the languages, surveying, and other useful branches, and to top this system there was to be a university for teaching the higher branches and the useful sciences. The College of William and Mary, in which the author of this plan had been a student in 1759, was the institution to be developed into the university, but as this was purely an establishment of the Church of England many citizens dissented from the plan on the ground that legislation was proposed in the interests of a particular sect. The plan was partially adopted in 1796, when the general assembly enacted that part of the bill relating to English schools, but they left it optional with each county to carry the provisions into effect.

The details of Mr. Jefferson's great free-school system may be given in his own words. In his Notes on Virginia, he says:

Another object of the revival is to diffuse knowledge more generally through the mass of the people. This bill proposes to lay off every county into small districts of 5 or 6 miles square, called hundreds, and in each of them to establish a school for teaching reading, writing, and arithmetic, the tutor to be supported by the hundred and every person in it entitled to send his children three years gratis and as much longer as he pleases, paying for it, these schools to be under a visitor, who is annually to choose the boy of best genius in the school of those whose parents are too poor to give them further education and to send him forward to one of the grammar schools, of which 20 are proposed to be erected in different parts of the country, for teaching Greek, Latin, geography, and the higher branches of numerical arithmetic. Of the boys thus sent in one year, trial is to be made at the grammar schools one or two years and the best genius of the whole selected and continued six years and the residue dismissed. By this means 20 of the best geniuses will be annually instructed at public expense so far as the grammar schools.

At the end of six years' instruction one-half are to be discontinued, from among whom the grammar schools will be supplied with future masters; and the other half, who are to be chosen for the superiority of their parts and dispositions, are to be sent and continued three years in the study of such sciences as they may choose at William and Mary College, the plan of which is proposed to be enlarged, as will hereafter be explained, and extended to all the useful sciences. The ultimate result of the whole scheme of education would be the teaching of all the children of the State reading, writing, and common arithmetic, turning out ten annually of superior genius well taught in Greek, Latin, geography, and the higher branches of arithmetic; turning out ten others annually of still superior parts, who, to those branches of learning, shall have added such of the sciences as their genius shall have led them to; the furnishing to the wealthier part of the people convenient schools at which their children may be educated at their own expense.

The general objects of this law are to provide an education adapted to the

years, to the capacity, and condition of everyone, and directed to their freedom and happiness. Specific details were not proper for the law. These must be the business of the visitors intrusted with its execution. The first stage of this education being the schools of the hundred, wherein the great mass of the people will receive their instruction, the principal foundations of future order will be laid here.

The presentation of such a grand scheme of education at so early a date indicated remarkable foresight on the part of its distinguished originator, and while he realized that the unequal distribution of population and wealth was the chief difficulty in the way of the adoption of any free-school system, yet he did not consider this difficulty insurmountable. Many of his best thoughts about this time were given to the world in connection with the subject of education, and the University of Virginia at a later date was founded chiefly under his auspices. As late as 1814 he wrote to Joseph C. Cabell:

There are two subjects, indeed, which I shall claim a right to further as long as I breathe—the public education and the subdivision of counties into wards. I consider the continuance of republican government as absolutely hanging on these two hooks. Of the first I am sure you will be an advocate, as having already reflected on it, and of the last when you shall have reflected.

THE LITERARY FUND CREATED.

In 1810 the literary fund was created by the Virginia legislature, and thus another important step in the direction of public education was taken. It was provided that all escheats, confiscations, fines, penalties, and forfeitures, and all rights in personal property accruing to the Commonwealth as derelict and having no rightful proprietor, shall be appropriated to the encouragement of learning; and the auditor was directed to open an account, to be designated as the "Literary fund." The money collected in this manner was to be divided among the counties, each county to receive such proportion of \$45,000, for the education of poor children, as its free white population bore to the entire free white population of the State. In 1818 school commissioners were provided for, and it was made their duty to receive in each county the amount due from the literary fund and use the same in paying the tuition of poor children who were selected and sent by them to the subscription schools of the county.

This was the beginning of the poor system, as it was called, and while it had many objectionable features, it provided instruction for children who otherwise would have remained ignorant.

JAMES MADISON AND THE FREE SCHOOLS.

That the cause of public-school education did not make any remarkable advances in Virginia until many years after Mr. Jefferson's death



WHEELING PUBLIC SCHOOL—SECOND AND THIRD WARDS.

FREE SCHOOLS ESTABLISHED IN WHEELING.

In 1848 the chief town in the western part of Virginia was Wheeling, and it had then a population of about 10,000. Situated in the "panhandle" and on the borders of the two great States of Ohio and Pennsylvania, the citizens had caught the spirit of improvement so marked in their neighbors and now were in a mood to take some decisive action in regard to the establishment of a system of public education. While the town had suffered somewhat ten years before from the land-speculation fever and the panic, it had soon recovered, and the increase in population between 1840 and 1850 was very marked.

During the year 1848 a number of the prominent citizens resolved upon a movement in favor of a public-school system for the town and county, and Mr. James E. Wharton was sent to Richmond to procure the necessary legislation. As the movement had no political significance, and the question of the passage of the act would not affect the future prospects of any party, little opposition was encountered and the school bill was passed. A joint city and county board of education was soon organized under the provisions of the act, and on the 2d of October, 1848, the first public school in Wheeling was opened. A succeeding legislature constituted the city of Wheeling an independent school district, and since 1849 the schools have been independent of those of the county or State. In the course of time a schoolhouse was built in each of the five wards of the city, each house having two main rooms, one for the boys and another for the girls.

From the beginning these schools were popular. The number of pupils increased, but for a number of years the ratio of enrollment to the number of population was about as 1 to 10. About the same time material advances were made in the cause of public-school education in Berkeley and Kanawha counties and in other parts of the West Virginia territory, but no general system of instruction was yet in operation. The financial panic of 1857 and the unsettled condition of affairs preparatory to the civil war checked the progress of both individual and public improvements, while during the war many schools which had previously been in successful operation were discontinued. Money which had previously been used in the interests of education was now utilized in the purchase of arms and ammunition, teachers and older pupils entered the army, schoolhouses were turned into hospitals, and the stern realities of war were felt in every part of the West Virginia territory.

PUBLIC EDUCATION PROVIDED FOR IN THE FIRST CONSTITUTION.

Not long after the beginning of the war measures were taken for the formation of West Virginia into an independent State, and the causes which led up to this result need not here be discussed. On November 26, 1861, a constitutional convention was organized in

Wheeling, and during its session subjects of great importance were presented for discussion. In this convention were such men as John Hall, of Mason; Daniel Lamb, of Ohio; Waitman T. Willey, of Monongalia; John J. Brown and John A. Dille, of Preston; William E. Stevenson, of Wood, and many others, who were distinguished for their ability and learning, and who were equal to the task of framing a constitution which would not only meet the requirements of the present, but serve as a guide for legislation in the future. Such men at such a time would not ignore the cause of free-school education, and as the first step in the establishment of a free-school system they inserted in the constitution the following provision:

The legislature shall provide, as soon as practicable, for the establishment of a thorough and efficient system of free schools. They shall provide for the support of such schools by appropriating thereto the interest of the invested school fund, the net proceeds of all forfeitures, confiscations, and fines accruing to this State under the laws thereof; and by general taxation on persons and property or otherwise. They shall also provide for raising in each township, by the authority of the people thereof, such a proportion of the amount required for the support of the free schools therein as shall be prescribed by general laws.

In December, 1863, the legislature of the State, in carrying out the provisions of the constitution, passed an act establishing the free-school system. In 1864 Rev. W. R. White was named as the first State superintendent, and he was elected by the legislature for a term of two years. While measures were taken during 1864 to put the system adopted by the legislature into successful operation, yet little was accomplished until the following year. According to the report of the superintendent the whole number of schoolhouses in the State in 1865 was only 133, while the entire number of schools was about three times as great. The total number of teachers employed was 387, the average length of the school term was less than three months, and the average number of pupils in daily attendance was 7,761. The total cost of free-school education this year amounted to only \$7,722.

GROWTH OF THE SCHOOL SYSTEM.

The uniform and smooth operation of the school system was at first retarded, and some of the causes which led to this result were as follows: The want of schoolhouses and competent teachers, a somewhat indifferent sentiment on the subject of public education, the natural disinclination to such a radical change in the educational system, the prejudice existing in the minds of many people against sustaining public schools by taxation, misapplication of school funds, and want of sympathy among school officers, opposition from notions of caste, the belief that the advantages to be enjoyed by the poor were to be derived at the expense of the rich and that some counties would pay into the school fund amounts largely in excess of those which would come to them from the same fund, the difficulties in the way of col-

lecting the taxes which were levied in consequence of the nonresidence of many of the large landholders, the sparseness of the population and rugged character of the country in many sections, the distracting influences of the civil war, and the unsettled condition of the people—all these influences were powerful at first in retarding the growth of the free-school system; but having been established by law, both friends and enemies were required to give it their support, and after its good features had become apparent and its various provisions had been thoroughly tested opposition began to gradually disappear, and the system soon became popular.

In 1866 the number of schools and schoolhouses had increased about 300 per cent, and in 1872, when the constitution was revised, there were about seventeen times as many schoolhouses in the State as in 1865, and about six times as many schools. Between these years there had been numerous enactments increasing the efficiency of the system, and until 1869 Rev. W. R. White had continued to act as superintendent. After his term had expired he was succeeded by Henry A. G. Ziegler, A. D. Williams, and Charles S. Lewis, each of whom served for a period of one year.

In 1871 Governor William E. Stevenson, in his message to the legislature, gave his opinion of the free-school system as follows:

Since the establishment of popular education amongst us its growth has been steady and permanent, and it may now be regarded as a part of our fixed policy, and justly so, for whatever merit may be fairly claimed for other agencies designed to promote the public good free-school education, stripped of party politics, sectionalism, and sectarianism, is, and must continue to be, the chief element of our success, and a blow at it, whenever and by whomsoever made, will be aimed at the rights of the people and at the highest interests of the State.

One year later Charles S. Lewis, the superintendent of public instruction, wrote that "public sentiment is becoming awakened, interested, and enlightened on the subject of free-school education; opposition is withdrawing, and by its practical results our system is daily recommending itself to the judgment and affections of the people." During this first constitutional period steps had also been taken to establish normal schools for the education of teachers, and the legislation on this subject will be referred to in another part of this work.

EDUCATION UNDER THE SECOND CONSTITUTION.

It having become evident to the people of the State that its constitution was not fully adapted to an era of peace, a change in the organic law was agreed upon, and in 1872 a second constitutional convention assembled. This convention was made up of the best material the new State could furnish, including the ablest representatives of all its political parties, and the spirit in which they took hold of their duties may be expressed in the words of that delegate

who was especially active in the interests of a satisfactory free-school system. "I can conceive no place," he said, "for partisan politics in a work like this, but only for the patriotic and conscientious endeavor to frame for the whole State, and all her people alike, a fundamental law under which she may win the admiration of her sister States, hold out incentives to foreign labor and capital to settle within her borders, promote domestic harmony, educate and ennoble her children, and so transmit to succeeding generations the blessings of free homes, free schools, and free institutions."

The convention remained in session two months and twenty-three days, and the results of its deliberations are embodied in the present constitution of the State. In the section upon education the legislature is authorized to provide a general law for a thorough and efficient system of free schools, and for the support of the same money from various sources was to be set apart and permanently invested. The section providing for the permanent school fund is given, as follows:

The existing permanent and invested school fund, and all money accruing to this State from forfeited, delinquent, waste, and unappropriated lands; and from lands heretofore sold for taxes and purchased by the State of Virginia, if hereafter redeemed, or sold to others than this State; all grants, devises, or bequests that may be made to this State for the purposes of education, or where the purposes of such grants, devises, or bequests are not specified; this State's just share of the literary fund of Virginia, whether paid over or otherwise liquidated; and any sums of money, stocks, or property which this State shall have the right to claim from the State of Virginia for educational purposes; the proceeds of the estates of persons who may die without leaving a will or heir, and of all escheated lands; the proceeds of any taxes that may be levied on the revenues of any corporation; all moneys that may be paid as an equivalent for exemption from military duty; and such sums as may, from time to time, be appropriated by the legislature for the purpose, shall be set apart as a separate fund, to be called the "school fund," and invested, under such regulations as may be prescribed by law, in the interest-bearing securities of the United States, or of this State, or, if such interest-bearing securities can not be obtained, then said school fund shall be invested in such other solvent interest-bearing securities as shall be approved by the governor, superintendent of free schools, auditor, and treasurer, who are hereby constituted the board of the school fund, to manage the same, under such regulations as may be prescribed by law; and the interest thereof shall be annually applied to the support of free schools throughout the State, and to no other purpose whatever. But any portion of said interest remaining unexpended at the close of a fiscal year shall be added to, and remain a part of, the capital of the school fund: *Provided*, That all taxes which shall be received by the State upon delinquent lands, except the taxes due to the State thereon, shall be refunded to the county or district by or for which the same were levied.

Another section of the constitution provides for a general school fund, as follows:

The legislature shall provide for the support of free schools by appropriating thereto the interest of the invested school fund, the net proceeds of all forfeitures and fines accruing to this State under the laws thereof, the State capitation tax,



WHEELING PUBLIC SCHOOL—FOURTH WARD.



WHEELING PUBLIC SCHOOL—FIFTH WARD.

and by general taxation on persons and property or otherwise. It shall also provide for raising, in each county or district, by the authority of the people thereof, such a proportion of the amount required for the support of free schools therein as shall be prescribed by general laws.

Thus it will be seen that the most liberal provision was made for the support of the free schools, and the legislature afterwards provided for the collection of money belonging to the school fund, and the governor, State superintendent, auditor, and treasurer were designated a corporation to manage, control, and invest said fund. The legislature was charged with the duty of carrying out the provisions of the constitution, and at the present time the school law of the State, passed in 1881, with the amendments afterwards made, together with other pertinent matter, make up a pamphlet of about 100 pages, which is sent out from the State superintendent's office.

A GRADUATED SYSTEM.

In 1876 a graduated system for country schools originated in Monongalia County. Its author was A. L. Wade, who early advocated the establishment of a free-school system in the State, and who has devoted the best years of his life to public-school work. This system was adopted in several counties of the State and excellent results followed its adoption. Its merits were recognized in other States and were commended by the principal educators of the country. The plan was outlined by its author as follows:

It is simply adopting as a course of study the free-school branches, organizing the more advanced pupils into four separate classes, according to their grades, fixing a time in which each pupil is expected to complete the course, holding annual examinations and commencement exercises in each district, granting diplomas to those who, upon examination, are found to be worthy of them, forming alumni associations, and publishing annual catalogues, in which the names of graduates and undergraduates appear in the classes to which they respectively belong.

This was a step in the direction of better schools, and other improvements were from time to time suggested. The framers of the public-school system had taken advantage of the experience of the older States and they were prepared to avoid the difficulties which the latter had encountered. Thus an efficient system was at once provided, and under its provisions the schools began to prosper. Schools and schoolhouses began to multiply in every part of the territory, and many of these were provided with libraries, maps, charts, and the other requisites for successful teaching. The scope of the normal-school work was enlarged, the number of competent teachers increased, and institutes were everywhere organized for their benefit. The school term was extended, the school fund became larger, and opposition to the system gradually disappeared.

Since the adoption of the new constitution W. K. Pendleton, B. W.

Byrne, B. L. Butcher, and B. S. Morgan have acted as State superintendents, and under their guidance effective work has been accomplished. So steady has been the growth of the system and so beneficent have been the results that the education of the masses is now considered a public necessity, and effective methods are constantly being introduced and liberal means provided for the continuance and enlargement of the work.

THE PLAN OF THE SYSTEM.

The framers of the public-school system had two principal objects in view, viz, to provide for the youth of the State thorough instruction in the elementary branches of learning, and to place the management of the schools largely in the hands of the people. Every magisterial district in each of the counties is constituted a school district, and each of these is divided into as many subdistricts as are considered necessary. In each magisterial district the general control of all school interests is placed in the hands of a district board of education, whose members are elected by the people. It is the duty of these members to decide upon the length of the school term, fix the salaries and employ the teachers, determine the number of schools and subdistricts, locate and build the schoolhouses, fix upon the rate of taxation, and in general have the supervision of the school interest in the district. The trustees of the subdistricts have the charge of the school interests in these districts, including provision for the instruction of colored children, but are under the supervision of the district board of education.

In each county is a superintendent who is charged with the oversight of the schools, the examination of teachers, the arrangements for teachers' institutes, and other important duties. The State superintendent resides at the capital, and has the general supervision of the schools, including the apportionment of the State school fund, the preparation and distribution of blanks, the organization of institutes, the collection of statistics, and other matters relating to the school system.

For the support of the schools the district boards of education annually levy, by the authority of the people, such a tax on the property taxable in the districts as will, with the money received from the State for the support of the free schools, be sufficient to keep such schools in operation at least four months of the year. The collection and payment of the school funds are discharged by the civil county and State officers, and thus the agents employed in carrying out the provisions of the system are elected by the people.

In addition to the organization of the elementary schools, high schools may be provided for by a direct vote of the people, and when established they are under the supervision of the district boards of education. Graded schools may also be established in towns, villages,



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WHEELING PUBLIC SCHOOL—SEVENTH WARD.

and densely populated neighborhoods, but in every case involving additional taxation the matter shall first be submitted to a vote of the people and their consent obtained, as prescribed in the case of the high school.

In this State school system six normal schools are also included, in which pupils are received free of tuition in the normal departments of said schools from each county or judicial circuit of the State, conforming as nearly as possible to the ratio of population therein and the mode of selecting them. At the top of the school system is the State University, in which tuition is free to the extent of one student for every 500 inhabitants of each county, and cadets are furnished with books and stationery in addition.

THE UNIFICATION OF THE SCHOOL SYSTEM.

The system provided for in the plan above sketched is not yet complete. The law provides for the establishment of either district or joint district high schools, and, although this law has been in operation twenty years, the State superintendent's report for 1888 shows that there are less than half as many high schools in existence as there are counties in the State. It is also stated in the same report that there is not a single district high school in operation in the State. Considering the advances which have been made in the elementary, normal, and collegiate work, this lack of secondary instruction is not in consonance with the educational progress elsewhere noted, and recently the high-school question has received much attention.

As early as 1873 Supt. W. K. Pendleton called attention to the lack of graded and high schools, and wrote that were it not for a number of private academies there would be a meagerness in the provisions for higher elementary instruction which would be very discouraging. This meagerness in the provisions for higher elementary instruction has continued to the present, for in Superintendent Morgan's report for 1888 appears the following significant paragraph:

But the high schools of the State have come far short of the measure of usefulness to be filled by this part of the educational system: their growth has kept pace neither with the popular demand for secondary education, nor with the contemporaneous growth of elementary and graded schools. The schools are not only in point of numbers far below the needs of the State, but the grade of instruction is too low and irregular, and yet, this work distributed, as it is, generally over the State, and being free, has prevented the establishment of private high schools and academies, and must continue to do so. The State needs better high schools and more of them. This part of our educational work must have the necessary attention. Having made provision for the establishment of this class of schools, and seeing that they have not been provided, is it not time, after the lapse of twenty years, to inquire into the causes of their failure to appear? The authority given independent school districts is ample enough to establish a high-school course in these districts, and some good high-school work has been done in the majority of these schools, but it is desultory and irregular, and comes far short of what should be done. Under the code the people have all the authority

that is necessary to establish either district or joint district high schools, and, although this law has been in operation for twenty years, there is not a single district high school in the State.

There are several reasons given for this lack of secondary schools, one of the most important being the opposition on the part of many citizens to the support of high schools by general taxation. Then it is claimed that the law is defective, and should be changed so as to make the high-school district larger and different from the graded-school district. The number of pupils in the high-school districts as now constituted will not warrant the establishment of separate schools in these districts, and unless the districts be enlarged or State aid furnished, high schools will not be generally established. The normal schools, as now conducted, are taking the place of public high schools, and the academical studies are among the most important in their curricula. These schools were originally founded for the training of teachers, but it was found that the teachers, first of all, needed the instruction usually acquired in secondary schools, and in the absence of such schools academical instruction in the normal schools was provided.

For the complete unification of the school system the common schools, high schools, normal schools, and university must be united. The normal schools could then devote themselves to the training of teachers, and the high schools would be intermediate between the common schools and the university. Then, too, the preparatory work of the university could be omitted, and a higher and more complete standard of scholarship be maintained. In a recent article on this subject President E. M. Turner of the university tells how these high schools may be established. After proving that the establishment of secondary schools is essential to the complete unification of the West Virginia school system, he adds the following:

Let there be an act of the legislature providing a scheme for the establishment of at least one high school in each county of the State, with a provision that for a certain number of years, say six, or eight, or ten years, the State will appropriate, for the pay of teachers in every such school, the annual sum of \$300, or \$400, or \$500, as may be expedient, provided that the educational authorities of the county will raise by local taxation the remaining sum necessary to carry on the school. In this way the local interest in the school will be encouraged, and when once such a school has been established in a county and successfully conducted for ten years, the people will gladly pay the whole of the tax for its support. Such a high school in every county would at once lead to the unification of the whole primary system of the county, from the fact that the course of study in the primary schools would be arranged so as to lead to the high school. It would lead to the grading of county schools on some rational basis, and vastly increase the efficiency of the primary teacher from having his school always graded.

But how shall the funds be provided by the State? For this plan assumes that there may be a possible expenditure from the State treasury of \$20,000 to \$30,000 annually, if every county should establish a high school. It can be done without a dollar of increased taxation. Let the fund known as the "Irreducible school fund" as at present constituted be held as it now is and the annual interest appro-



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WHEELING PUBLIC SCHOOL—EIGHTH WARD.

priated, as it now is, to the general distributable fund. Let the funds, however, by which the irreducible school fund has been built up be hereafter devoted to this purpose of establishing and developing the high schools. This fund now amounts to an annual sum of at least \$30,000, and will be sufficient to meet any possible demands from the high-school system as proposed. The policy heretofore pursued in this State of accumulating a permanent school fund for the benefit of future generations is, to my mind, a penny-wise policy. Future generations will be more able to pay taxes than this generation, and our contributions in the way of taxes should be applied to the betterment and developing of the system, so as to give our children a better chance in the race of life than their fathers have had. If they fail to appreciate the benefits of the system and prove unwilling to bear the burden for themselves, so much the worse for them.

The present is an auspicious time for this addition to our public-school system. The State of West Virginia is on the eve of a boom development. Railroads are opening up the State from all sides, and population will follow. Let us offer to the coming immigrant as good facilities for the education of his children as he can find in any Western State. Let us recognize the fact that after all the true foundation for the future greatness of a people and the perpetuity of free institutions is the individual intelligence and virtue of its citizens, and to develop these in the citizen the most important factor, next to the home, is a complete and thorough system of education.

PUBLIC SCHOOL STATIST

The following table, compiled from the reports of State Superintendent Morgan, will indicate the growth of the free-school system from the formation of the State to the present:

Year	Number of school-houses.	Number of schools.	Enumeration of youth.	Average length of school term.	Number of teachers employed.	Value of school property.	Permanent school fund.	General school fund.	Total cost of education.
1865	131	431	93,458	2.70	387	\$52,856	\$106,123	\$67,349	\$7,723
1866	412	945	118,667	3.12	937	\$22,946	188,773	165,562	172,734
1867	702	1,148	115,940	3.00	1,222	\$7,822	172,023	175,386	324,517
1868	1,306	1,756	130,863	3.50	1,810	\$63,677	238,367	183,197	521,562
1869	1,618	2,108	151,848	3.55	2,283	\$43,621	216,761	149,569	575,624
1870	2,113	2,516	162,432	4.12	2,465	1,012,162	229,300	251,150	470,120
1871	2,069	2,323	172,337	3.84	2,468	1,064,717	278,070	174,806	577,119
1872	2,216	2,546	153,916	4.04	2,645	1,164,578	284,717	257,216	596,737
1873	2,612	2,857	171,793	3.86	3,082	1,491,653	316,132	251,436	696,101
1874	2,830	3,023	175,612	4.12	3,342	1,549,440	315,630	214,791	704,708
1875	2,959	3,231	179,867	4.20	3,461	1,666,027	325,243	231,124	763,812
1876	3,137	3,341	184,709	4.32	3,663	1,699,467	339,988	257,294	789,118
1877	3,216	3,380	192,606	4.13	3,780	1,714,269	344,531	165,184	770,659
1878	3,287	3,511	201,257	4.38	3,747	1,698,349	354,811	251,415	681,818
1879	3,479	3,725	206,125	4.34	4,131	1,676,871	375,155	229,254	709,071
1880	3,557	3,811	210,115	4.50	4,134	1,670,534	425,989	221,616	707,553
1881	3,704	3,912	213,191	4.45	4,287	1,733,143	441,947	183,784	728,475
1882	3,839	4,028	216,598	4.50	4,390	1,825,987	474,066	272,842	803,878
1883	3,945	4,116	220,980	4.43	4,455	1,841,061	504,461	252,530	947,571
1884	4,087	4,254	228,185	4.55	4,643	1,871,255	514,169	218,299	997,431
1885	4,159	4,078	239,245	4.37	4,811	1,979,847	549,298	164,530	1,043,209
1886	4,290	4,437	245,732	4.64	4,925	1,964,945	570,473	397,725	1,066,529
1887	4,465	4,693	249,178	4.95	5,089	2,041,128	590,493	402,367	1,097,745
1888	4,567	4,819	256,390	5.10	5,238	2,044,456	606,462	380,565	1,440,650
1889	4,655	4,898	258,934	4.81	5,341	2,530,718	606,462	391,168	1,313,701

INDEPENDENT SCHOOL DISTRICTS.

There are 43 independent school districts in the State, and each was established by a special law. A history and general description

of the Wheeling and Parkersburg districts may properly be added to a sketch of the public-school system, and from these the general scope and character of public-school work in West Virginia may be ascertained.

PUBLIC SCHOOLS OF WHEELING.

The independent school district of Wheeling has the most extensive organization of any school district in the State. In this district the general school law is not in force, but the schools are governed under an independent law which in no way conflicts with the general law. The board of education consists of 21 members, being 3 from each of the 7 subdistricts into which the city is divided, and this board has the supervision of all the schools in the city. The subdistricts have been formed with reference to the capacity of the schoolhouses built or to be built for the accommodation of pupils, and in each of these districts it is required that there shall be established at least one grammar school and one graded primary school. The commissioners in each subdistrict have the immediate oversight of the school interests in said districts, and they report the names of the teachers for confirmation.

An enumeration of all the youth of school age is made annually, and the result of this enumeration being made known to the auditor by the State superintendent, the proper amount of school money is apportioned separately to Wheeling and to Ohio County, according to their respective numbers of youth. There are also three local funds annually raised by levy, known, respectively, as the school, building, and library funds.

In addition to the primary and grammar schools, the board of education has the power to establish one high school for the district; but until such high school has been established the higher branches of learning are to be taught in the grammar schools. One or more separate schools for colored children are also provided by law.

The board of education has the power to appoint a clerk, who shall keep the general accounts of the district, and a superintendent, who shall have the immediate supervision of all of the schools. They may also appoint two competent persons to act with the superintendent as an examining committee. Certificates of qualification are granted according to a scheme, numbering from one to five, according to the merits of the applicants, number 1 denoting a very good teacher and number 5 a very deficient one. The principals of the various schools have the local superintendence of the same and are responsible for the observance and enforcement of the rules and regulations which are provided for said schools.

The free-school system of Wheeling was first organized in 1848, the first public school having been opened in October of that year. Under an act of the Virginia legislature in 1849, the city of Wheeling was



WHEELING PUBLIC SCHOOL—EIGHTH WARD (ANNEX).



WHEELING PUBLIC COLORED SCHOOL

made an independent school district, and from the 27th of March of that year, the time of the organization of the first city board of education, the schools of the city have been carried on independently of those of the county or State.

Mr. A. J. Haile was principal of the first school organized, and he was succeeded in 1850 by F. S. Williams. Schools were shortly afterwards organized in the other wards of the city, with Messrs. Wallace, Arthur, McKelley, and McMechen as principals. The first Wheeling board of school commissioners consisted of Messrs. Thomas Johnson, of the first ward; William S. Wickham, of the second ward; Morgan Nelson, of the third ward; Richard W. Harding, of the fourth ward, and Henry Echols, of the fifth ward. The schools went into operation under many difficulties, but the opposition was slowly overcome, and the public-school system thus became established before the formation of the State. When the system went into operation the city contained about 10,000 inhabitants, and for a number of years the aggregate attendance in the schools was about 1,000. Five schoolhouses were provided, one in each ward, and each having two main schoolrooms, one for the boys and one for the girls. At the time West Virginia became a State, and about fifteen years after the school system had been established, the actual number of schools and schoolhouses had not increased, although the enrollment of pupils was then about 1,500. During this time changes had been made in some of the buildings, and in 1852 the old third ward schoolhouse was abandoned in consequence of having been built on an insecure foundation. Two years later a new house on a different site had been erected. During sixteen years this building furnished ample accommodations for the pupils in this ward, but in 1870 it was found necessary to rent an additional room.

In 1868-69 the average number of pupils in daily attendance was 1,859, and in the following year the number had increased to 2,030. The superintendent in his report for this year stated that there were then in attendance more pupils from wealthy and influential families than at any previous time. This was accounted for on the ground that for acquiring a thorough education in the ordinary branches of learning the public schools were then offering facilities equal to those of the best private schools. At this time 54 teachers, exclusive of 4 special teachers of German, were employed, and the valuation of the city public school property was \$110,000. There were then schools in each of the seven wards and also a school for colored children. The average monthly enrollment in the schools during the year ending June 30, 1871, was 2,333, and during 1872 the number was still greater. During this year a school in the eighth ward was added, and the entire number of teachers was 68, including 5 special teachers of German.

Since the establishment of the free-school system in the State the following persons have acted as superintendents of the schools of

Wheeling, viz: F. S. Williams, J. C. Hervey, John M. Birch, and W. H. Anderson. Under these superintendents the schools have been brought to a high state of efficiency, the course of study has been from time to time extended, and the standard of scholarship has been raised. In the absence of a high school, higher branches of learning have been introduced into the grammar grades, and thorough instruction in these branches in the various schools is afforded. During the year 1889 there were 8 schools and 2 annexes reported, with 119 teachers, 4,735 white pupils, and 161 colored.

The public library of the city of Wheeling is under the control of the board of education, and school children over 14 years of age, subject to certain conditions, enjoy the benefits of this library. Thus the use of a large and excellent assortment of books and periodicals is brought within the reach of the pupils, and the library has become an important annex to the public-school system.

The five primitive school structures of early days have been replaced by large and elegant buildings adapted to the present needs of the schools of the city. In each of the subdistricts a building has been erected, and the total number of rooms thus provided for school purposes is about 125. The cost of these buildings, together with the value of the sites, is approximately given in the following table:

Name of school.	Site.	Build- ing.	Total.
Washington	\$12,000	\$48,000	\$60,000
Clay	14,000	46,000	60,000
Union	14,000	46,000	60,000
Center	10,000	40,000	50,000
Webster	18,000	30,000	48,000
Ritchie	13,000	48,000	61,000
Madison	15,000	45,000	60,000
Lincoln	2,500	7,500	10,000
Total	98,500	310,500	409,000

The highest or most advanced departments of each of the schools, known under the former system as ward schools, is called a **grammar school**, and all the subordinate departments constitute a **primary school**. Each primary school is divided into four divisions according to the proficiency of the pupils, and each of these divisions has as many grades or sections as the circumstances require. In the lowest division reading, spelling, arithmetic, writing, language, geography, and drawing are taught, and object lessons and oral and blackboard instruction are constantly given. From the lowest to the highest of the primary divisions there is a gradual ascent in the grade of branches which are taught, but the same branches are carried through the different divisions. In the higher divisions history, declamation, and composition are added. Throughout the highest grade object, language, and composition lessons are so combined that the pupils are enabled to observe, compare, and combine things properly, and thus express their ideas in a correct and pleasing style.



MARTINSBURG HIGH SCHOOL BUILDING.



WASHINGTON HIGH SCHOOL, PARKERSBURG.



WASHINGTON HIGH SCHOOL, PARKERSBURG.

The course of study in the grammar department requires four years for its completion, and includes such subjects, except Latin and Greek, as are usually found in a high-school course. Instruction in music, German, and drawing are also provided, and every facility is afforded for acquiring a thorough grammar-school education. Ever since the formation of the State the high-school question has been from time to time discussed by the taxpayers and board of education, but no such school has yet been established.

The present principals have long been connected with public-school work, and with the cooperation of Superintendent Anderson and an efficient board of education they have made the Wheeling schools powerful factors in the educational development of the State.

PUBLIC SCHOOLS OF PARKERSBURG.

In 1859 the citizens of Wood County and city of Parkersburg testified at the ballot box to a desire for free schools. The nonobservance of all the technicalities required by the election law furnished the opponents of free schools an eagerly accepted opportunity to postpone the introduction of the system. But when West Virginia became an independent State the legislature by enactment gave to the people what six years before they had themselves voted to enjoy.

In 1865 the public-school system was established in the city. In infancy and early youth it enjoyed but little popularity, but with time the elements of opposition became more and more friendly, until to-day no institution in the State is accorded a more hearty and generous support. Justice requires that a large measure of praise for the present popularity of the free schools be allotted to the men who from the beginning have been called to administer their affairs. With scarcely an exception the boards of education have been composed of wide-awake, efficient, earnest, conscientious men. These men, successful in their own affairs, have given to the schools the benefit of that sagacity, intelligence, and active effort which characterized their personal success.

A special law enacted in 1882 is operative in the city and district. It provides for a board of education of five members, selected for four years, who elect annually a secretary not of their own number. The usual powers concerning the purchase of real estate, concerning devises, or other donations are given to them. They are empowered to levy annually for the payment of teachers' salaries 50 cents on \$100 of valuation and 40 cents for all other purposes. They may prescribe text-books, furnish them to indigent children, maintain night schools and high schools, purchase necessary apparatus, and perform all duties connected with the employment of teachers. They appoint the board of examiners, and must keep the schools in session not less than nine months, and must provide separate schools for colored children.

Fortunately for the schools the pioneer teachers were possessed of

rare judgment and intelligence in school work, for in the early days no regular course of instruction was furnished to guide them in their work. An outline of the work required was known, but the details were left to the teachers to devise as well as to direct. The successful work accomplished made more apparent the good that would result from a definite understanding of the instruction to be given, and a course of study was soon afterwards prepared. The main work of organization was done by the first superintendent, Rev. William Falconer, and to his successor, E. S. Cox, is due the credit of the first printed course of study. Modifications and innovations have been made by succeeding superintendents as in their judgment the best interests of the schools required.

The present course of study requires, before the high school is entered, nine years for its completion, six years being devoted to primary work and the remaining three to grammar-school work. The study of language is made very important throughout the course, written work being required during the last seven years, and oral instruction before this. Pupils before entering the grammar grades are conversant with choice prose and poetry, are capable of writing letters, and are familiar with such laws of punctuation and composition as this work requires.

With the completion of the grammar grades a knowledge of business forms, difficult descriptive work, intelligent information concerning noted authors are required, and the principles of technical grammar are taught. The aim of the language work is, from the beginning, to encourage a love for the purest English thought and expression, and to make of practical value in after life the instruction given.

The course in mathematics is full, occupying the entire nine years, with stress always laid on that which to the majority of children will be the most useful when school life is over. The purpose is to fit pupils for contact with business men, and to this end much subject-matter not found in the text-books is required to be taught.

The mechanism of reading is taught until the grammar grades are entered, when efforts are made to impress the pupils with a taste for good literature. A marked feature of the course in reading is the amount of supplementary literature which is placed in the hands of the children in every one of the nine years.

Geography is taught for five years, with special attention to the State of West Virginia. Map drawing is practiced. Physiology is taught for four years, and orthography for nine. American and English history is thoroughly taught in the grammar grades. Instruction in penmanship begins when a pupil enters the school and is carried through the grammar grades. Special attention is given to the morals and manners of the students. Music is not yet taught as a special study, but every encouragement is given to pupils receiving outside



GARFIELD GRAMMAR SCHOOL, PARKERSBURG.



JEFFERSON GRAMMAR SCHOOL, PARKERSBURG.

instruction in this branch. Vocal music is practiced in every grade. The schools are furnished with a moderate amount of physical apparatus, which is increased every year. In every department of instruction the teacher's ingenuity is allowed its proper play, and that invaluable aid of a board of education whose members seek to assist rather than to assail prevails to a degree at once pleasing and noticeable.

Three years are devoted to the work of the high school. In addition to the course outlined below, advanced letter writing and original essays and orations are required, and much attention is given to courses of reading, in order that fixed habits of selecting good literature for perusal may be acquired. The most recent advancements are in the subjects of general history and rhetoric. The course for 1889 is as follows:

JUNIOR YEAR.

Mathematics.—Ray's Higher Algebra to quadratics.

Natural science.—Cutter's Physiology; physical geography.

Language.—Latin: Allen & Greenough's Grammar; six weeks' preparation for Cæsar; Cæsar's Commentaries and Literature, first book.

Rhetoric and literature.—Critical study of Longfellow's Evangeline, particular attention to be paid to the thought, history, and beauties of expression; Lockwood's Lessons in English, Chapters V and VIII; sketches of Irving and Longfellow, with readings from their works.

History.—Weber's Universal History to Roman History.

MIDDLE YEAR.

Mathematics.—Robinson's Geometry, five books; Ray's Algebra, quadratics.

Natural science.—Avery's Elements of Natural Philosophy, selected parts.

Language.—Latin: Cæsar, second book completed; three books of Virgil.

Rhetoric and literature.—Critical study, as in junior year, of Goldsmith's Deserted Village; dictation exercises selected from Stopford Brooke's Literature Primer; Lessons in English, Chapters I, II, III; sketches of Whittier and Hawthorne, with readings from their works.

History.—Weber's Universal History to German Reformation.

SENIOR YEAR.

Mathematics.—Plane trigonometry, Robinson's.

Natural science.—Youman's Chemistry, with experiments.

Language.—Latin: Virgil, six books; selected odes of Horace.

Civil government.—Andrew's Manual of the Constitution of the United States.

Rhetoric and literature.—Critical study of Scott's Lady of the Lake and Shakespeare's plays; Lessons in English, Chapters IV, VI, VII, X; sketches of Holmes, Lowell, Bryant, with readings from their works.

History.—Weber's Universal History completed.

Graduates from the high school are now admitted to the State University, or Marietta, Ohio, College, without examination, except in Greek.

The building now in process of erection will, when finished, contain a finely equipped chemical and physical laboratory with necessary

apparatus. A handsome library room is also included. Several hundred books have already been purchased.

The high school was organized in 1867, but there were no graduates until 1874, at which time there were 3. The number of graduates, including the class of 1890, is 160. It is the intention to make the high-school course four years instead of three, as soon as room is provided for the extra teaching force required. Additional English studies, more advanced science, and mathematics, with probably the Greek language, are intended for the revised course.

For eight years the schools were under no special supervision, but in 1873 the need of one directing head was so apparent that the board of education elected a superintendent. Since then the marked improvement in the workings of the schools has shown the wisdom of making the first appointment. The ungraded schools, six in number, just outside of the city, are now also under the direction of the superintendent. A generous latitude is accorded him by the board of education, and, while not hampered by their injudicious interference, he enjoys their cooperation in everything that seems conducive to success.

Rev. William Falconer served as superintendent from 1873 to 1874; E. S. Cox, from 1874 until 1879; A. L. Purinton, from 1879 to 1888, when he was succeeded by W. M. Straus. A more painstaking, earnest, and efficient corps of teachers it would be difficult to find. From 2 when the free schools were established, the number has increased to 35. The number of pupils in attendance upon the schools in 1889 was 1,650. Of these, 84 attend the high school for white pupils, 1,366 the grammar and primary schools, and 200 the colored school.

The first public school in the city was taught in a frame church, which contained one large room and an attic. To the latter many pupils daily climbed to receive instruction. To-day 6 commodious and handsome structures of brick and stone, containing from 4 to 10 rooms each, are provided for the pupils. A costly building of 20 rooms is now being erected. Four buildings are valued at \$7,000 each, 1 at \$23,000, and 1 at \$19,000. When completed, the building now in process of erection will be valued at \$65,000.

The first school for colored children organized in this State was established in this city in 1862 by seven prominent colored citizens. It was known as a pay school, but indigent pupils could attend it free of charge. It continued to exist under much embarrassment from hostile parties until the military authorities rendered necessary assistance. It became merged into the free school system about 1867. For ten or twelve years its progress was very slow, but since 1879 it has been rapidly advancing. To-day the colored pupils have the same courses of instruction as the white pupils, and the same standard of excellence for promotion is required. In 1884 a high school was established, with a competent instructor at its head, and since then eleven



MEYER FURBER SCHOOL BUILDING, CHARLESTON, 1948.

pupils have been graduated. This is the only colored high school in the State. In no other city is there greater liberality manifested in providing instruction for the colored people.

SOME OF THE TOWN DISTRICTS.

The following table will indicate the value of the school property, the number of pupils enrolled in the schools, and the number of teachers employed in fourteen of the most important school districts in the State. The totals are for the year 1889.

City or town.	Value of school property.	Number of pupils enrolled.	Number of teachers employed.
Wheeling.....	\$400,000	4,806	119
Parkersburg.....	108,080	2,117	44
Martinsburg.....	33,575	1,306	23
Huntington.....	38,710	1,281	25
Charleston.....	80,270	1,173	25
Keyser.....	24,500	636	10
Wellsburg.....	26,550	619	15
Grafton.....	13,000	620	8
Moundsville.....	11,250	575	10
Fairmont.....	15,502	516	12
Clarksburg.....	10,000	477	12
Point Pleasant.....	8,450	340	9
Weston.....	7,000	308	8
Morgantown.....	14,550	325	8

Chapter III.

NORMAL SCHOOLS AND INSTITUTES.

NORMAL SCHOOLS.

The chief difficulty in the way of establishing a free-school system in the State was a lack of competent teachers. Owing to the limited educational advantages enjoyed before the war, but few common-school teachers had been specially prepared for their work, and the school term was too short and wages too low to attract experienced instructors from other States. When the school law had been enacted, it was soon learned that good schools could not be maintained without competent teachers, and for the training of these, special schools must be provided.

Normal schools had long been sustained in Germany, France, England, and other European countries, and also in many American States, and they had always been found essential to a progressive free-school system. In West Virginia normal schools would have a special mission, since private academies and seminaries were fast disappearing and few secondary schools had yet been established in their place. To train teachers, to form an intermediate link between the common schools and higher institutions of learning, to furnish educational facilities for those who did not desire to take a complete course, were some of the duties to be assigned to these schools, and early in the history of the State a movement in their favor was inaugurated.

It was well known that the successful teacher must have something more than mere knowledge. Special work requires special instruction. Teaching is a profession in the sense that medicine is a profession or law is a profession. The intellect, imagination, memory, sensibilities, and will of the pupils must be regarded in any complete system of education, while school economy, organization, classification, methods, and management should all be included in the normal-school curriculum. Instruction both in the art and science of teaching was therefore required by the teachers themselves, and to furnish such instruction the normal schools were established.

THE NORMAL SCHOOL ESTABLISHED.

February 27, 1867, the West Virginia State Normal School was established by an act of the legislature at Marshall College, in the county of Cabell, and the property of the college was transferred to

the State for this purpose. About one year later a branch normal school was established at Fairmont, in Marion County, and in 1870 another at West Liberty, in Ohio County. In 1872 three others, one at Glenville, in Gilmer County; one at Shepherdstown, in Jefferson County; and a third at Concord, in Mercer County. For the government and maintenance of these schools measures were provided, and they were all placed under the control of the same board of regents and were made subject to the same laws.

Since the establishment of these schools they have met with many discouragements, but have come to occupy a position of high importance in the educational system of the State. Many of the best teachers in the common schools are normal-school graduates, and these show evidence of their training in the work which they are accomplishing. In 1876 there were 514 pupils in the normal schools, and ten years later the number was 627. During the last three or four years the advance in methods of instruction and increase in the number of students have been especially marked, and during 1888 the number of pupils had increased to 890, an increase of 163 in two years. Superintendent Morgan reports these schools as filling a large sphere of usefulness in the great educational work that is now going forward in this State, and their influence and value in its future development can not be overestimated.

DIFFICULTIES ENCOUNTERED.

In this connection a few observations by one of the present able principals are given, and from these may be learned the reasons why the normal schools in past years did not attain that measure of success which at present is being accorded them.

1. The uncertain and intermittent support that has been accorded them by the legislature of the State. Happily they are now on a sound basis, financially, and there is little danger that support in the future will be withheld from them. There is no doubt that the distrust of the legislature was largely due to the fact that many for a number of years questioned the necessity and the wisdom of the normal-school system. There was such a lack of appreciation of the normal schools, such a lack of faith in their work, that the legislature declared that the normal diplomas should not be accepted as certificates to teach in the common schools.

2. These schools have been robbed of much of the success that might have attended their efforts by their frequent change of instructors, especially principals. The saying of Jules Simon, "The master is the school," is most certainly true. If we look at our successful institutions of learning we find that behind their success there has been a personality, that, directing, controlling, and molding such institutions in their growth, there has been a man who has put into it the best work of his life. Garfield said, "Give me a log hut with

only a single bench, Mark Hopkins on one end and I on the other, and you may have all the buildings, apparatus, and libraries." It is individuality that counts in such work. It is the teacher that gives character to the school. Now, if rotation in office at very short intervals is the rule, without mentioning causes, what infusion of personality or building up can be expected? Would not a school that has had seven principals in a space of twenty years be an exception if it proved successful?

3. Although it is one of the legitimate functions of the normal school to give instruction in the principles of the branches to be taught, the fact that such a large part of the time is devoted to academic instruction detracts much from the usefulness of these as professional schools. We have not a normal school purely professional, to the exclusion of academic instruction, and it may even not be wise to have a purely professional normal school. It has been said that three kinds of knowledge are essential to one who would teach well:

- (1) He should know the nature of the being to be taught.
- (2) He should clearly understand the subject-matter to be presented.
- (3) He should know the method of bringing knowledge and the being together.

No normal school can ignore any of these fields of knowledge. In our schools the second has received the greatest attention; in fact, often the normal school almost loses itself in the academy. It is to be hoped that the day is not far distant when the first and third of these fields will receive their proper share of attention.

SUMMARY OF LAWS RELATING TO NORMAL SCHOOLS.

For the government and control of these schools there shall be a board of regents, consisting of the State superintendent of free schools, together with one person from each Congressional district. The regents have the power and authority to adopt such laws for the government of said schools as they may deem necessary, but they shall make no law inconsistent with the laws of the State. They shall employ the teachers, fix their number and salaries, prescribe the conditions under which pupils may be received in the schools and the number of pupils who may be received in the normal departments from each county or judicial circuit, and they shall also determine the branches of learning to be taught in each department of the schools.

The normal pupils in these schools shall be admitted to all the privileges thereof free of tuition, and may be dismissed for immoral or disorderly conduct or for neglect or inability to perform their duties. To those who have completed the course of study in the normal departments diplomas shall be issued by the State superintendent.

The regents may also establish a pay department in each school and may admit such students as may be accommodated, giving preference to citizens of this State. They may cause to be taught in such departments all or any of the branches of learning usually taught in colleges

and seminaries, and for that purpose may establish therein the necessary professorships.

The regents shall appoint local executive committees, each composed of three intelligent and discreet persons, for the local management of the schools, and each school shall receive money from the public treasury in accordance with the number of nonpaying normal pupils in attendance. Instruction for colored teachers is also provided for.

A certificate from the principal of a normal school that any pupil has completed this course of study will entitle such pupil to admission into any of the university classes without examination. No student whose grade falls below 75 per cent shall be entitled to this certificate. In this manner the normal schools and university are made parts of one general educational system, and the results have been very satisfactory.

PUPILS AND GRADUATES.

The following shows the enrollment and number of graduates of each school since its establishment:

Year.	Marshall College.		Shepherd College.		Fairmont Normal School.		Glenville Normal School.		West Liberty Normal School.		Concord Normal School.	
	En-rolled.	Graduate.	En-rolled.	Graduate.	En-rolled.	Graduate.	En-rolled.	Graduate.	En-rolled.	Graduate.	En-rolled.	Graduate.
1869-70		4			30							
1871		9			100							
1872	186	11			85	4			10			
1873	161				108	25	120		20			
1874	70	9	145	21	154	19	100	4	8			
1875	14	14	100	24	148	31		10	7		43	
1876	97	15	136	27	105	21	71	3	35	5	70	
1877	73	14	102	8	130	21		1	30	4	75	
1878	137	8	94	11	221	13	72	5	63	6	90	2
1879	145	10	93	18	190	25	54	1	21	100	8	8
1880		15	55	14	149	13	46		10	65	6	6
1881			71	5	182	15	21		43	12	94	17
1882		4	58	9	218	9			13	1	90	11
1883		4	62	1	216	12			54	2	110	
1884	98	8	50	10	210	8	114	5	8		137	9
1885	153	8	65	12	207	7	108	5	48	4	106	9
1886	180	15	65	3	220	10	100	4	50	4	96	4
1887	147	6	60	4	258	9	89	7	75		124	7
1888	163	12	64	3	208	14	123	9	102	5	170	4
1889	172	16	75	7	207	16	114	7	123	5	106	6

MARSHALL COLLEGE.

This institution was incorporated under the name of Marshall Academy March 13, 1838. It was conducted as an academy with varied success and under different instructors until the year 1858, when it was incorporated as a college. As the city of Huntington had not yet come into existence, the patronage of the school was by no means local, but pupils came from other sections of Virginia and from other States. It was a denominational school in the sense that it was under the control of the Methodist Episcopal Church South, but members of other churches were numbered among its patrons.

Soon after the formation of the State it was learned that educated teachers would be necessary to perpetuate the free-school system, and

to supply these teachers the State Normal School was established. It was expected that in this school would be trained a body of teachers who, when scattered over the State as principals of high schools and teachers in the common schools, as writers in educational journals, county superintendents, instructors in institutes, and leaders in educational progress, would become a powerful agency in uplifting and making more efficient the whole work of education. The act by which the normal school was established at Marshall College was passed February 27, 1867, and by the provisions of the act the property of the college was transferred to the State for this purpose. On the warrant of the secretary of state to the State superintendent the treasurer was directed to pay a sum not to exceed \$10,000 in any one year, and in the aggregate not to exceed \$30,000, the money to be expended in securing the necessary grounds and buildings for said school, and the whole to be expended within three years from the commencement of the work. An appropriation of \$2,500 for the purchase of furniture and necessary apparatus for said school was also made.

It was also provided in the act that no part of the State appropriation should be paid until the sum of \$10,000 should be raised by those locally interested to aid in the establishment of the school. The board of regents were empowered to receive the lands and buildings and other property of Marshall College in payment of the said sum of \$10,000. The Cabell County supervisors were empowered to levy a tax for \$5,000, if a majority of the voters of the county were in favor of the levy.

The work of remodeling and equipping the buildings was soon begun, and in due course of time was completed. As the town of Huntington had not yet grown into importance, the location of the school was said to be on the bank of the Ohio River, 2 miles below Guyandotte, in Cabell County. This location is now about 1 mile from the business portion of Huntington, and the school buildings are situated in the center of a beautiful elevated plat, containing about 15 acres. Around the buildings are a number of beautiful trees, and the beauties of nature have been bestowed here with a lavish hand. A boarding department is connected with this institution, and board may be obtained at a low rate. No charge is made for use of room.

The frequent changes in the management were a serious drawback in the earlier history of the institution. How frequently these changes occurred may be learned from the following list of those who have served as principals since the establishment of the school:

Name	Elected.	Re-signed.	Name.	Elected.	Re-signed.
S. R. Thompson		1871	A. D. Chesterman	1874	1880
J. B. Powell	1871	1872	B. H. Tharleton	1880	1884
J. E. Morrow	1872	1873	W. J. Kenney	1884	1888
J. B. Clark	1873	1874	Thomas E. Hodges	1888	



NORMAL SCHOOL, MARSHALL COLLEGE.

Professor Hodges, the present principal, is a graduate of the West Virginia University, and was afterwards principal of the Morgantown graded school. In institute and general literary work he has done much to advance the educational interests of the State, and under his efficient management the original normal school has acquired a high reputation, and is now more prosperous and doing better work than during any previous period in its history.

FAIRMONT NORMAL SCHOOL.

During the summer of 1865 a normal school was established at Fairmont by private enterprise. Mr. J. N. Boyd was principal of this school, and the place of meeting was the basement of the Methodist Protestant Church. In this school were taught the rudiments of the common-school branches, and the session continued ten weeks, closing in time to permit the students to teach during the autumn and winter. During the same winter a bill providing for the establishment of a State normal school at Fairmont was introduced into the legislature, but failed to pass. The citizens of the town then formed a joint-stock company under the title of "The Regency of the West Virginia Normal School," and secured a charter.

A board of directors was elected and a building committee was appointed. A lot was purchased from Judge E. R. Hall for \$1,500, and the wing of the present normal-school building was begun in 1867. It was 68 by 40 feet and two stories high, but before it was completed the State had obtained control of the school. At a meeting of the board of directors on March 9, 1868, the following preamble and resolution were considered and passed:

Whereas the legislature of this State, by an act passed March 4, appropriated \$5,000 for the purchase and completion of the normal school at Fairmont, provided that \$2,000 additional be paid by citizens of Marion County, said State pledging itself to make the same a State normal school and to finish and furnish the same and open a school therein without delay; and

Whereas the board of directors of said normal school are desirous to advance the interests of this community as well as of this county and section of the State, although they regard the sale as a great pecuniary sacrifice to them: Therefore,

Resolved, That the said board of directors hereby express their willingness to transfer all their interest in said school to the State at the price of \$2,000 upon the payment by this county of the \$2,000, as provided in said act, on or before the 1st day of April next, or as soon after as possible.

The above conditions were complied with both on the part of the State and the citizens of Fairmont and vicinity, and the transfer of the property was accordingly made. On February 11, 1872, a bill was passed by the legislature appropriating \$5,000 for the benefit of the school on the condition that the citizens of Fairmont would raise an additional \$5,000, the entire sum to be used in the interests of the school. During this same year the main school building, 80 by 40 feet and three stories high, was erected. The entire cost of the build-

ing has been about \$20,000, of which sum the State contributed \$10,000 and the citizens of Fairmont the remainder.

Mr. J. N. Boyd remained principal of the school until it passed into possession of the State, when he was succeeded by Dr. W. R. White. Dr. White had been the first State superintendent, and was well qualified for the work of instruction. In 1870 he resigned to engage in ministerial work, and was succeeded by J. C. Gilchrist, who remained in charge only one year. In September, 1871, Dr. J. G. Blair was elected principal, and remained at the head of the school until his death, December, 1878. Dr. Blair was a man of high culture, ripe scholarship, and large experience, and during his seven years' management the institution continued to prosper.

Miss M. L. Dickey, who had been first assistant teacher since 1869, was now made acting principal, and continued to act as such with marked ability and success until 1882, when she resigned, and was succeeded by Prof. U. S. Fleming. In 1883, Conrad A. Sipe, A. M., was chosen principal, and remained at the head of the school until 1889. During Professor Sipe's administration of affairs the school steadily prospered, and each year witnessed an increased attendance. To his persistent efforts is due very largely the more liberal support now given by the State to the school, and to his personal appeals before the legislature the institution is indebted for a greatly increased library, a good supply of chemical and philosophical apparatus, and for many conveniences about the building which are requisite to the comfort of the students.

After the resignation of Professor Sipe, Miss N. R. Cameron, a graduate of Beaver College, Pennsylvania, was made acting principal. Miss Cameron had for eight years been connected with the school, and was thoroughly conversant with its needs and methods of instruction. During the year 1888-89 there were 297 students in attendance, this being an increase of 29 over the attendance of the previous year. These students came from 24 counties in this State, and representatives from Virginia, Illinois, and Pennsylvania were also in attendance. Under the careful management and instruction of the principal and teachers this prosperity continues, and the number of students being increased the sphere of usefulness of the institution is being constantly enlarged.

WEST LIBERTY NORMAL SCHOOL.

The West Liberty Branch Normal School is the outgrowth of the West Liberty Academy, which was organized in the year 1838 by Rev. Nathan Shotwell, now of Tennessee. The school opened with 65 students, and was conducted with varying success up to the time of the establishment of the normal school. In 1840 the academy building, a substantial brick structure that had been built by the contributions of the friends of the school, was destroyed by fire, and



FAIRMONT STATE NORMAL SCHOOL.

the school for a number of years was conducted in buildings not specially arranged and not very convenient for school work. Finally, in 1857, under promise of aid from the State, a new building was erected on the site of the old one. The persons who took the greatest interest in the rebuilding and who advanced the necessary funds were W. B. Curtis, M. M. Dunlap, Peter Delaplaine, Joseph Waddell, and George D. Bonar.

The building then erected is the one now occupied by the normal school. It is a 3-story brick edifice, 50 feet front by 80 feet back, and is located in grounds which are decorated with trees and shrubbery. The academy was again opened in 1860, well equipped for work, and A. F. Ross, A. M., who had for the sixteen years preceding held the chair of ancient languages in Bethany College, was the first principal under the new régime. The school opened prosperously and was conducted very satisfactorily until the opening of the war, when Mr. Ross retired, and many of the students then in attendance enlisted in the service of the Union. In 1863 Prof. James Bradbury was elected principal and filled the position until his death the next year. He was succeeded by Professor Dunning, under whose principalship the school was not very prosperous. After him came Rev. J. O. Brown, who was succeeded by Mr. J. M. Frazier.

In 1870 the legislature passed an act to establish a branch normal school at West Liberty, in Ohio County. The State having purchased the old academy building from its trustees, the school was opened May 2, 1870. Prof. F. H. Crago was given charge of the school, and retained his position three years. He was an earnest and zealous worker, with his heart in his work, and when he had placed the school on a good, sound basis was succeeded, in 1873, by Mr. James Morrow. Under the principalship of the latter the attendance decreased from 110 in 1872-73 to 54 in 1873-74. Mr. Morrow was succeeded by Mr. J. C. Gwynn, a graduate of Waynesburg College and an excellent teacher. The first year of his management showed an increase in the number of students, but no appropriations were made for the school during this year, although appropriations were made during the succeeding years of his term. In the year 1879 Rev. R. McPheters was placed in charge, but the attendance decreasing, he was succeeded by Mr. D. T. Williams, who, although a successful teacher, found the outlook so unpromising that he retired in 1884. He was succeeded by Mr. J. A. Cox, a graduate of Bethany College, who did excellent work for two years, during which time, however, the attendance did not materially increase.

In 1886 Mr. Robert A. Armstrong, a graduate of the West Virginia University, was placed in charge, and with his succession to the principalship a new era in the life of the school was begun. Having taken a high rank at the university, he entered enthusiastically into his work, and soon confidence was restored, correct rules of discipline

were established, and the patronage of the institution was increased. Since his connection with the school the attendance has more than doubled, and it is larger at the present time than at any time since the academy was established.

GLENVILLE NORMAL SCHOOL.

The Glenville branch of the State Normal School was established by an act of the legislature passed February 19, 1872. There being no school building yet constructed, school was opened on the 14th of January, 1873, in the old court-house. During the first session both teachers and pupils had many inconveniences with which to contend. By the generosity of the people of Glenville a large private residence, together with 3 acres of beautiful grounds, was purchased at a cost of \$2,000, and was donated to the State and made ready for occupancy by the time the second session opened. In this building the school was conducted for twelve years. The legislature of 1885 appropriated \$5,000 for a new building, which was completed in 1886, and the school was transferred to it in December of that year.

The school still needed furniture and other conveniences, and the legislature of 1887 appropriated \$2,000 to relieve this want. Since then the institution has been fairly equipped. Small appropriations have been made from time to time for scientific apparatus and for a library. The school is now in possession of some good apparatus and there are about 1,200 volumes in the library.

Glenville is situated upon the right bank of the Little Kanawha River, in the midst of a country containing rare elements of beauty and health. The difficulty of traveling to and from this school has been the chief hindrance to its growth. The place is accessible only by private conveyance or by hack from Weston. The railroads that are now building in the interior of the State will, it is hoped, develop the country around Glenville, and then the school can hardly fail to rank among the largest in the State.

The school has graduated a large number of teachers, whose services have been of great value to the schools of Gilmer and surrounding counties. The students consist almost entirely of teachers or of those who are preparing to teach, and for several years have increased in numbers. These are, with but few exceptions, from the eleven or twelve counties lying in the valley of the Little Kanawha River.

The course of study is the same as in the other normal schools. The normal course differs from the ordinary high-school course in giving more extended training in history, pedagogy, psychology, and botany. The luxuriant flora of the Little Kanawha Valley afford unusual facilities for the study of botany, and this subject is taught in this school more thoroughly and practically than is usually done in other schools of the same grade. The academic course is equivalent to the preparatory course at the West Virginia University, and

students completing that course enter the university without further examination.

The first principal of the Glenville Normal School was Prof. Louis Bennett, now an attorney at law in Weston. Professor Bennett was a graduate of the University of Virginia, and was well qualified to organize a school. He remained as principal for three years, and much credit is due him for establishing a high standard of scholarship, thus giving the school a creditable reputation from the beginning. T. M. Marshall, the first graduate of Marshall College, was the second principal, and remained in charge from 1875 to 1881. During a part of this time, owing to the failure of the legislature to appropriate anything for teachers' salaries, it was only by heroic efforts that the school was kept in session. In 1881 S. P. Lazear, now a citizen of Brooke County, was made principal, and was succeeded one year later by R. F. Kidd, who continued in office two years. Professor Kidd having resigned in 1884, E. I. Hall, a graduate of Mount Union College, was appointed, and he was succeeded in 1885 by S. B. Brown, a graduate of the West Virginia University. Under Professor Brown's administration the institution gained a well-deserved reputation for efficient work, the standard of scholarship was raised, and the patronage largely increased.

SHEPHERD COLLEGE.

Shepherdstown, the site of Shepherd College, is situated on the Potomac River, and is surrounded by beautiful scenery and places of historic interest. The Shenandoah Valley Railroad crosses the river at this point, and hence the town is easy of access from other parts of the State. As early as 1734 the town was settled by German emigrants from Pennsylvania, and consequently enjoys the distinction of being the oldest town in West Virginia. These emigrants were led by Thomas Shepherd, whose descendants still own a part of the land entered by him, and one of whom erected the structure which is now used for educational purposes.

The town has about 1,700 inhabitants, and on account of its historical importance merits more than a passing notice. Around it at one time lived a number of Indian tribes, among whom the Tuscaroras, Shawnees, Catawbias, and Delawareans were the most noted. Braddock's famous army passed through this section, and near the town is a well which is said to have been dug by the soldiers. In the neighborhood are pointed out the houses in which lived three American officers who became famous in the Revolutionary war. In the autumn of 1862 the attention of the entire country was anxiously directed to this locality, and here occurred some of the most memorable events in connection with the civil war. On the 14th of September of that year was fought the battle of South Mountain, and General Lee, finding himself in a perilous situation, retreated to the

Potomac and took his position on Antietam Creek, about 3 miles from Shepherdstown. On the 17th General McClellan began the attack, and the battle was one of the bloodiest and most decisive of the war. The Union forces numbered nearly 90,000 men and the Confederate probably one-third less. When night put an end to the contest each side had lost over 10,000 men in killed, wounded, and prisoners. The Federal cemetery at Antietam marks the resting place of more than 50,000 Federal dead. Not far distant is Harpers Ferry, rendered famous by John Brown's raid and by being the base of active operations during a great part of the war.

Just outside of Shepherdstown is a cliff known as Rumsey's Walk. Here James Rumsey planned the steamboat which he afterwards built and launched on the Potomac. Having gone to England to perfect his plans afterwards, he met Fulton. After the death of Rumsey Fulton perfected the plans and was awarded the honors of the invention. Rumsey's steamer, which antedated that of Fulton by twenty years, has been described as follows: It was a flatboat, propelled by a steam engine working a vertical pump in the middle of the vessel, by which the water was drawn in at the bow and expelled through a horizontal trunk at the stern. The impact of this forcible stream against the static water of the river pushed the boat along, just as the cuttlefish swims. This boat was 8 feet long, and with a cargo of 3 tons attained a speed against the current of 4 miles an hour; but the boiler soon exploded.

During the spring of 1871 Mr. Shepherd Brooks gave the necessary permission for the use for educational purposes of the buildings erected in Shepherdstown by Rezin Davis Shepherd, his grandfather. These buildings had been used as a court-house while the county-seat was at this place, and two wings had been added at the public expense. A board of trustees was incorporated for the proposed school, and soon the preliminary arrangements were completed. The school was opened in September, 1871, and February 27, 1872, the legislature established a branch State Normal School at Shepherd College. The school was organized by the regents in November, 1872, but owing to changes in the law it did not get fully into operation until the following September.

The buildings have been improved since the opening of the school, and are now commodious and well arranged for educational purposes. They consist of a main building 75 by 40 feet, built of brick, two stories high, with two wings each containing two rooms 24 by 16 feet. The property is now valued at about \$50,000.

When the institution was incorporated the trustees determined to make it intermediate between the high school and college. They provided for thorough instruction in the usual English and scientific branches, and also made provision for the study of the ancient and modern languages for the benefit of those who wished to take an additional course.

The first session opened with Joseph McMurran, A. M., principal, and Mrs. Lillie P. Lee and Miss L. P. McMurran, assistants. Both sexes were admitted, and during the first year 47 students were enrolled. When the normal school was established, the following faculty was appointed: Professor McMurran, principal, and Dudley D. Pendleton, S. S. Smeltzer, and Mrs. Lillie P. Lee, assistants. The amount of aid furnished by the State has varied from year to year, and for several years the income was derived entirely from the fees paid by the students. Since 1884 liberal annual appropriations have been made by the legislature, and this same wise policy will probably be continued. During the years of its struggle for existence Professor McMurran was the staunchest friend of the institution, and although he has retired from active participation in its management, he still gives it the benefit of his wide influence and hearty sympathy.

In 1882 Professor McMurran resigned the principalship, and D. D. Pendleton was chosen as his successor. In 1885 Thomas J. Woofter was made principal, and in this year an academic department was added.

In 1886 Asa B. Bush, a graduate of the State University, was made assistant principal, and on the resignation of Professor Woofter in 1887 Professor Bush was made the principal.

The total enrollment for 1889 was 75. Until the present time 179 persons have received the normal diploma and 46 have received the college diploma. That the great majority of the graduates have taught successfully and that the larger number of schools in the section of the State in which the college is located are taught by its graduates are the best evidences of past success and present efficient work.

CONCORD NORMAL SCHOOL.

This school is in Mercer County, about 8 miles from the county seat. Its site, which is an elevated plateau somewhat more than 2,500 feet above the sea level, is noted for its pure air and water, and therefore for its healthfulness. It is situated at the junction of the roads leading respectively to the Red Sulphur Springs, in Monroe County, and to Hinton, in Summers County. It is to the last-named place that students come by rail, whence they proceed directly to the school.

The Concord School is not the outgrowth of any previously existing institution. It was established by the legislature to supply the urgent educational needs of that portion of the State in which it is placed. It was organized and went into operation under somewhat untoward circumstances on May 12, 1875. The act creating the school made no provision for the erection of a school building, but the people of the vicinity and of other parts of the county raised, by voluntary

contributions, money enough to erect a wooden building for the purpose. When the school was opened this house was neither plastered nor painted, nor was it subdivided into recitation rooms. It was without chimneys and flues. During the first few days of school work the weather was uncommonly cold for the season. To give some idea of the hardships and inconveniences of the situation, it may be mentioned that large log fires were made out of doors, and that when students became cold in the house they would retire to these flaming fires to warm themselves. This lasted only a few days, however.

The wooden building, erected under the circumstances referred to, though afterwards completed, was found to be inadequate for the purpose for which it was intended. In the year 1885 the legislature made an appropriation of \$5,000 for the erection of a new one. The old building was removed and the new building erected upon the site. The new building, constructed of brick, was well proportioned, substantially built, and a very handsome edifice. Being much larger than the old one, it was thought to be large enough to meet even the growing demands of the future, but this seems to have been a mistake. In 1889 the legislature made an appropriation of \$3,000 for the erection of an addition to the building. This was rendered necessary by a large increase in the number of pupils. The structure will now accommodate 250 pupils. It contains a large chapel, six recitation rooms, music rooms, janitor's room, and a room especially fitted up for a library and for the security of scientific apparatus.

The Concord school, as well as the other normal schools, are supported mainly by appropriations from the State treasury. In the first years of their existence the teachers were paid fixed salaries, without regard to the number of students in attendance. Latterly, while a maximum of salary is fixed by law, the amount received by teachers depends upon the number of pupils in attendance. The sum of \$3.50 is paid out of the treasury for each month of attendance by each one of that class of pupils designated as nonpaying. If the number of students falls below a certain figure the teachers do not receive the full amount of salary designated by the regulations. These nonpaying pupils are appointed by the several county superintendents.

There is another class of pupils, designated as paying pupils, who pay tuition at the rate of \$2 per month. The money arising from this source may, by the direction of the State superintendent, be applied to the payment of teachers' salaries, but the amount thus arising is comparatively small.

The Concord school is the only normal school in the State in which, up to 1889, there had been no rotation in the office of principal. Nor has any other school in the State had a more rapid growth. Prof. J. H. French has been at the head since 1875. The enrollment for that year was 43, and nine years later it had reached 137. During

1887 it was 123, and during 1888 it was 170, the highest enrollment during any year in the history of the school. This steady and permanent growth has been largely due to the careful and earnest work of the principal, assisted by competent teachers.

INSTITUTES.

Next to the normal schools, teachers' institutes have been the most important agencies in the professional instruction of teachers in West Virginia. This important feature of professional preparation has had a steady growth since the establishment of the free-school system, and institutes are now generally recognized as powerful and necessary aids to educational progress. The earlier institutes were largely supported by contributions from the Peabody fund, and even at the present time valuable aid is received from this source.

Institutes are now provided for by law, and they are required to be held annually throughout the State, one or more in each county. They are held under the direction of the State and county superintendents, and each continues for one week of five days and is conducted by some skillful and experienced institute instructor. In this direction the State is in advance of many others, for if any teacher fails, without good and sufficient reason, to attend at least one institute annually he is not allowed to teach in the free schools during the year in which the failure occurs.

In the State two classes of institutes are in vogue—the regular county institutes and the Peabody institutes. The latter are distributed over the State and are conducted by experienced instructors, mostly from abroad, while the former are more or less local in their character. In these institutes, of whatever kind, practical and progressive instruction in methods and principles of teaching and in organizing, conducting, and controlling schools is given, and the work admirably supplements that of the normal schools in the professional training of public-school teachers.¹

STATE NORMAL INSTITUTE.

During the summers of 1888 and 1889 sessions of a State normal institute were held in the State University at Morgantown under the management of E. S. Elliott and N. M. Waters, and a large number of experienced instructors from West Virginia and other States took part in the work of instruction. A greater variety of instruction was provided for than was ever given in any other institute in the State, and a fair number of students from the different counties were in attendance.

The organization of teachers' reading circles has from time to time

¹ Eight scholarships are allowed this State at the Peabody Normal School at Nashville, Tenn., and these are distributed among the Congressional districts.

been discussed in connection with the public schools, in order that the teachers may be kept from the narrowness of merely professional training, and in 1886 the organization of a general circle was begun in accordance with a plan outlined by the State superintendent. These circles promise in the future to be of great educational value, for through the power of association they promote enthusiasm in intellectual and literary pursuits, and they are in the line of healthful mental and moral progress.

STATE EDUCATIONAL ASSOCIATION.

A State educational association was organized in 1869 in the interests of the teachers of the State, and the last four annual meetings have been well attended. In 1887 the meeting was held at Charleston; in 1888 at Mountain Lake Park, Md.; in 1889 at Morgantown, and in 1890 at Moundsville. At these annual gatherings of the teachers much interest has been manifested, means and methods of instruction have been discussed, able papers on various topics have been read, and educational progress has been noted.

THE PEABODY FUND.

The trustees of the Peabody fund have disbursed a large amount of money in the State, and this money has contributed largely to the efficiency and success of the public-school system. As early as 1871 State Superintendent A. D. Williams wrote as follows: "The name of Peabody will be associated with the most valued acquisitions and the most treasured memories of thousands of our best men and women in the coming generation. They will feel that his munificence has powerfully aided in stimulating them to the highest and best attainments of their lives." Aid from this fund has been yearly received since the above was written, and it has been of great service to the larger and graded schools, normal schools, and teachers' institutes. The following table will show the amounts apportioned to West Virginia, including scholarships, since 1869:

Year	Amount	Year.	Amount.	Year.	Amount.	Year.	Amount.
1869	\$10,000	1875	\$10,500	1881	\$2,000	1887	\$3,000
1870	13,000	1876	8,000	1882	2,350	1888	1,500
1871	9,150	1877	6,810	1883	2,550	1889	4,945
1872	17,000	1878	5,100	1884	2,000	1890	5,000
1873	15,750	1879	4,000	1885	2,000		
1874	15,100	1880	3,000	1886	3,800	Total	146,395

EDUCATIONAL JOURNALS.

Since the formation of the State three educational journals have been published. The West Virginia Educational Monthly was established at Parkersburg in 1872 by G. B. Gibbens. The West Virginia Journal of Education was established at Morgantown in 1878

by J. R. Thompson, at that time president of the State University. The West Virginia School Journal was established at Charleston in 1881 by B. L. Butcher, State superintendent, and has been continued since 1885 by B. S. Morgan, his successor. This journal publishes the decisions and circulars of information emanating from the office of the State superintendent, and during the last decade has been a powerful factor in the educational development of the State.

Papers devoted to college news have at different times been published in some of the more important institutions of learning, among which may be mentioned the Mount, of Mount De Chantal; the Linsly Echo, of the Linsly Institute; the Collegian, of Bethany College, and the Athenæum and University Daily, of the West Virginia University.

Chapter IV.

HIGHER PUBLIC EDUCATION.

WEST VIRGINIA UNIVERSITY.

Before the civil war there were meager facilities for acquiring a higher education in the territory now included in West Virginia. Bethany College had already been established and was doing good work in the Panhandle, but in the central and southern part of the territory no college of established reputation was known, and the high schools and academies were found only at rare intervals. The passage of the act of Congress of July 2, 1862, granting land scrip for the establishment of agricultural colleges made a higher institution of learning possible in every State, and under the provisions of this act the West Virginia Agricultural College was established.

The legislature accepted the grant, October 3, 1863, in behalf of West Virginia, and having requested Congress to extend the provisions of the same to the State, this was done by an act passed April 14, 1864. As land scrip representing 30,000 acres was apportioned to each Senator and Representative in Congress, West Virginia's share of the grant amounted to 150,000 acres. In the language of the act, the money derived from the sale of this land "shall constitute a perpetual fund, the capital of which shall remain forever undiminished (except so far as may be provided for in section 5 of the act), and the interest of which shall be inviolably appropriated by each State which may take and claim the benefit of the act to the endowment, support, and maintenance of at least one college, where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

THE WEST VIRGINIA AGRICULTURAL COLLEGE ESTABLISHED.

A joint resolution was passed by the legislature on January 24, 1867, requesting the representatives of the State at Washington to use their best efforts to secure an additional grant of 60,000 acres for each of the Senators and Representatives from the State in Congress,



WEST VIRGINIA UNIVERSITY.



WEST VIRGINIA UNIVERSITY IN 1860.

but it does not appear that these efforts were successful. The initiatory steps having now been taken toward the establishment of the college, the selection of a location was the next question to be considered. It being generally agreed that the college would be an important addition to that section of the State in which it should be located, the citizens generally took an active interest in the matter, and several towns made substantial offers for the location of the institution within their borders.

The board of trustees of the Monongalia Academy having tendered to the legislature all the real estate and personal effects held as the property of the Monongalia Academy, including the property known as the Woodburn Seminary, on the condition that the college would be located permanently at Morgantown, on January 31, 1867, this offer was accepted. The estimated value of the property thus donated was as follows:

Woodburn Female Seminary.....	\$25,000
Monongalia Academy and dwelling	15,000
Cash, bonds, bank stock, etc	10,000
Library and other personal property.....	1,000
Total.....	51,000

THE ORGANIZATION.

Although the matter of location had already been settled, on February 7, 1867, a specific act was passed by the legislature accepting the above property and also providing for the appointment by the governor within thirty days from the passage of the act of eleven suitable persons, one from each senatorial district, who should constitute a board of visitors for said college. In accordance with the provisions of this act, the following gentlemen were named by the governor, and the first meeting of the board was held at Morgantown April 3, 1867:

FIRST BOARD OF VISITORS.

District.	Member.	Address.
First.....	T. H. Logan.....	Wheeling.
Second.....	D. B. Dorsey.....	Fairmont.
Third.....	George M. Hagans.....	Morgantown.
Fourth.....	Samuel Billingsley.....	Middlebourne.
Fifth.....	W. E. Stevenson.....	Parkersburg.
Sixth.....	J. L. Gould.....	Buckhannon.
Seventh.....	W. W. Harper.....	Point Pleasant.
Eighth.....	Mark Poor.....	Ceredo.
Ninth.....	Samuel Young.....	Edray.
Tenth.....	Joseph T. Hoke.....	Martinsburg.
Eleventh.....	James Carakaden.....	New Creek.

At the first meeting of the board an organization was effected by the appointment of Hon. W. E. Stevenson, president; Col. James Evans, treasurer, and Dr. T. H. Logan, secretary. An executive committee consisting of George M. Hagans, Hon. John A. Dille, F. M. Durbin,

Ashbel Fairchild, and George C. Sturgis was appointed. In addition to the transaction of other business, the following gentlemen were named as the first faculty of the institution:

FIRST FACULTY.

Rev. Alex. Martin, D. D., president, professor of mental and moral philosophy.

Rev. J. W. Scott, D. D., vice-president, professor of languages.

F. S. Lyon, A. M., professor of literature and principal of preparatory department.

S. G. Stevens, A. M., professor of natural sciences.

Col. J. R. Weaver, A. M., professor of mathematics and military tactics.

George M. Hagans, esq., superintendent of grounds and buildings.

INAUGURATION OF DR. MARTIN.

At the close of the first term of the preparatory department, on the afternoon of June 27, 1867, the inauguration of President Martin took place. The following extract from the inaugural address will indicate the character of the work undertaken:

At the first meeting of the board in April, 1867, the question of course arose as to what style and character the college should assume. Should it be for the exclusive purpose of training farmers and soldiers, or, if not thus limited, what should be aimed at as the measure of its ultimate growth? Their determination of this matter would decide whether it was to be strictly a manual labor and military school, or what is generally understood by the term college—comprising every essential development of education from the foundation upward.

Their action in establishing, besides the usual preparatory department at the academy building, three distinct and separate departments of instruction in the college building decided in favor of the latter. These are, first, the collegiate department proper; second, a scientific department; third, an agricultural department. Instruction in military tactics is also regularly provided for.

The general character of the institution will be what is ordinarily expressed by the term college, in which, without discarding what is good, or undue attachment to what is relatively of little worth in the old, and neither ignoring the real advance nor hurrying after the follies of the new, the great object will be to render the several courses of study already ordered, and which may be hereafter established at once as thorough and at the same time as practical as possible. We say which may be established hereafter, for what has been done is only a beginning, and there are those here who may yet see, in addition to this, the funds supplied and the demand made for departments of law, medicine, and other studies of a post-graduate course.

What the Congressional grant contemplates is a school which shall be eventually able to liberally educate young men in all the professions and pursuits of life. The enactments of the legislature are in harmony with this. In West Virginia the cultivation of the soil is certainly a commanding interest, but so are also its grazing, mineral, and manufacturing interests, while the greatest of all—the proper education of the youth and the means and appliances thereto—is perhaps the most backward of all.

The board of visitors at the organization of the school held views similar to those held by President Martin, and they laid the foundation of a college which in time they hoped would develop into an



VIEW UP THE MONONGAHELA RIVER FROM THE WEST VIRGINIA UNIVERSITY.



VIEW DOWN THE MONONGAHELA RIVER FROM THE WEST VIRGINIA UNIVERSITY.



VIEW DOWN THE MONONGAHELA RIVER FROM THE WEST VIRGINIA UNIVERSITY.

institution with preparatory, scientific, classical, agricultural, and professional courses of study, and thus furnish instruction to the students of the State in every department of education. At the special session of the legislature, commencing June 2, 1868, the board of visitors of the university were authorized to sell the Monongalia Academy, the proceeds to be applied to the construction of another building on the main college grounds at Morgantown. Accordingly, in July following, the building was sold to the board of education of Morgantown for the sum of \$13,500, and the adjoining house and lot was sold shortly afterwards for \$1,500.

THE PREPARATORY HALL.

The construction of a new building on the college grounds was soon arranged for, and the corner stone was laid, we are told in the regents' report for 1869, in the presence of a very large assemblage of people, and with deeply interesting civic, religious, and military ceremonies.

In the same report it is announced that the building will be four stories in height, and will comprise laboratory, apparatus, lecture, office, and recitation rooms; rooms for the preparatory department and library and a chapel 52 by 40 feet, with gallery; also rooms for the cabinet and museum and two fine halls for the literary societies of the university. In the report of the board for 1870, the total cost of the improvements, including the new building, was stated to be \$57,000, of which amount the State had appropriated \$35,000, the residue being the proceeds of the academy and dwelling and money borrowed by the executive committee upon their individual responsibility and loaned to the credit of the construction fund. This amount was afterwards made good by the legislature. From time to time new furniture has been added and changes and improvements made, so that the building is at present well adapted for the purpose intended.

On December 4, 1868, an act was passed by the legislature changing the name of the West Virginia Agricultural College to the West Virginia University, and of the board of visitors to the board of regents. At the end of the second year of its existence the university was now well organized, and a new era in the educational development of the State had begun. Hitherto but little attention had been paid to the higher education of the youth, and save in a few favored localities academies and high schools were almost unknown. The combined liberality of the General Government, the State, and the citizens of Morgantown had now established an institution which was destined to stand at the head of the public school system of the State, and whose object would be to promote the liberal and practical education of the youth in the several pursuits and professions of life.

Dr. Martin, in his report to the board of regents in 1870, wrote:

The growth of the university continues to be most gratifying. Where so many more liberally endowed enterprises of the kind have been comparative failures, our own institution, originated and substantiated by national, State, and individual bounty, notwithstanding the many and great disadvantages under which it has labored, still holds on its way, increasing in numbers, in resources, and in general prosperity.

This is owing, no doubt, in part to the fact that unembarrassed by long-established, though it may be defective, systems of organization, theories of culture, and lines of work, it has sought to follow the best precedents and to especially adapt itself to the spirit of the age and the immediate wants of the people for whose benefit it was established. Though of recent origin, it already offers facilities for educational training and culture surpassed by few institutions in adjoining States. In range and variety of instruction it is abreast and indeed in advance of some similar institutions whose origin dates one or two centuries back, while the zeal, ability, and thoroughness with which instruction has been imparted by the gentlemen you have appointed as professors is alike creditable to themselves and the university.

THE ARMORY.

During the legislative session of 1871-72 an appropriation of \$2,500 was made for an armory, and a building was soon put under contract to the extent of that appropriation; but the addition of a considerable quantity of ordnance and ordnance stores to those already on hand made a larger building necessary, and the plans were so changed as to increase the cost about \$1,300. The structure was of brick, two stories high, with slate roof and turrets and trimmings of stone. This building continued to be used as the armory until the establishment of the Agricultural Experiment Station in 1888.

Additional instruction was from time to time provided for, new departments were added, and an increased number of students were enrolled. Soon an additional building was deemed necessary for the university work in general, and in the president's report for 1873 it is announced that the legislature, at its previous session, had made the necessary appropriation. Woodburn Seminary having been destroyed by fire—the building had been previously used as a dining hall for students and professors—in January, 1873, it was decided that the new building should occupy the site of the one recently burned. The corner stone was laid June 18, 1874, and the central hall was in course of time completed. This building, 104 by 61 feet, furnished, in addition to several rooms in the basement, eight good lecture and recitation rooms on the second and third floors, and a large hall, 55 by 79 feet, on the fourth floor. This hall was supplied with comfortable seats and continued to be used as a commencement hall until the present year.

SIGNAL STATION.

A signal station, for the benefit of commerce, agriculture, and science, was established at the university January 16, 1873. This was done in deference to the request of President Martin, which request

was indorsed by the executive committee and by the West Virginia delegation in Congress. Students of meteorology, climatology, signaling, and telegraphy were, by this arrangement, furnished with special facilities for pursuing their work, while daily records of atmospheric phenomena were kept, for transmission elsewhere and for future reference. These records were prepared by authority of the Chief Signal Officer of the United States Army, and were published, in a condensed form, in the annual catalogues of the university until 1882, when the station was discontinued.

REORGANIZATION.

The number of students having decreased from a total of 166 in 1870-71 to 125 in 1874-75, efforts were made in the latter year to bring the attendance up to the former standard. The president was released from all duties as a professor and directed by the board of regents to travel through the State in the interests of the university. During the same year Dr. Martin resigned the presidency, and the regents, being brought to the conclusion that the interests of the university demanded the reorganization of the faculty so as to enable them to inquire into the qualifications of the various instructors, at a meeting held on August 12, 1875, declared all the offices vacant and immediately took steps toward a reorganization. The office of president being vacant, Dr. J. W. Scott was made the acting president, and continued to perform the duties of the president's office until the opening of the spring term 1877, when he was relieved by Rev. John R. Thompson, he having been elected president on the 12th of January preceding. In the report of the regents for 1878 it is said "that with the advent of the new president the number of students was greatly increased, in a short time more than double, and at the beginning of the fall term of the year the attendance was larger than ever before at any corresponding period of the university's history."

President Thompson, in his first report to the regents, written about three months after having entered upon the discharge of his duties, tells how this increased interest in the university was obtained—"by writing letters, circulating catalogues, delivering public lectures, and privately conversing with men of all classes and ranks of society." In his judgment, four things were necessary to enable the university to achieve that high measure of success so heartily desired by all true friends of liberal and advanced education in West Virginia:

1. The release of the president from all strictly professional duties for one year.
2. The hearty cooperation of the board of regents in their respective districts in removing ignorant and unfounded prejudices existing against the university.
3. The gradual introduction of the element of personal moral influence in the government of the students.
4. The creation of a faculty thoroughly in harmony with the presi-

dent of the university, and willing to cooperate heartily with him in carrying out the last-named measure of reform.

President Thompson continued at the head of the university until the 12th of March, 1881, when, having received an invitation to become pastor of Hedding Methodist Episcopal Church in Jersey City, he resigned and accepted the proffered appointment. During his administration the attendance at the university had largely increased, and he had been assiduous in his efforts in promoting a high moral tone among the students and in emphasizing the fact that character is of more importance than scholarship. His resignation was accepted with reluctance by the board of regents, and Prof. D. B. Purinton was made the acting president. During the year 1881-82, while Professor Purinton was the acting president, the number of students increased to 177, which was the largest attendance yet known in the history of the university. The moral tone of the students was also of a high grade, and the work of the year was in general harmonious and satisfactory.

THE SCHOOL SYSTEM ADOPTED.

During the administration of President Purinton a change in the internal management of the university was decided upon by the faculty, and this change being submitted to the board of regents the same was agreed upon at the meeting in June, 1882. At this same meeting Hon. William L. Wilson, afterwards the Representative in Congress from the Morgantown district, was elected to the presidency, and he entered upon his regular duties in the following September. As the change from the collegiate to the school system went into effect during President Wilson's administration, the character of this change may be learned from a few extracts from one of his letters, published in the Wheeling Register after his accession to the presidency:

In 1882 [wrote President Wilson] our university was in a position to take a very decisive step forward. Under the liberal appropriations of the last legislature the regents were expected to fill the vacant presidency, establish a new professorship, and extend the professional schools. There would be ten full professors in the university and two associates in the preparatory school, a corps of teachers ample for a very considerable college. The faculty could not then, in justice to themselves or the State, escape a twofold duty, viz, to extend the elective system and to raise the standard. In dealing with the first duty they recommended to the regents to adopt the independent school system.

In the same article President Wilson explains the school system:

Under this system the university is organized into ten separate schools, of which eight are academic and two professional. The former are: (1) Metaphysics; (2) mathematics; (3) ancient languages; (4) modern languages; (5) English; (6) history; (7) agriculture, chemistry, and physics; (8) geology and natural history. While students can select the schools they wish to attend, they do so under the advice of the faculty, and are required, except professional students, to attend not less than three unless excused for cause. Upon completing the course and examinations in any school, students receive a diploma therein. A certain num-



WEST VIRGINIA UNIVERSITY—PREPARATORY BUILDING.



WEST VIRGINIA UNIVERSITY—UNIVERSITY HALL AND PREPARATORY BUILDINGS.

ber of diplomas entitle to the university degrees. The advantages claimed for this organization may be briefly stated. For the university itself it cuts the gordian knot which so many colleges are essaying to unite, and puts it into position to take in, as rapidly as its resources may permit, other subjects of study without any jostling of the subjects already in its system and without the necessity of attempting to fit them into any artificial curriculum. For the student (who can have the same guidance in the choice of his studies as under the curriculum without its empirical restraints), it teaches him betimes to study by subjects rather than in classes, a method he has to adopt in after life, and it develops his individuality by throwing him at once upon his own diligence for success, as he is neither borne forward by the momentum of a class nor retarded by its inertia. If he can take but a partial course, he can still have a thorough course and become a graduate of the university with the immense intellectual and moral benefit of knowing one thing or several things well, instead of having a superficial and dangerous knowledge of many things. For the professor it tends to produce greater range and thoroughness of instruction. He is free to organize his school as the progress of knowledge and his own attainments suggest, without the hampering and oftentimes unintelligent control of associates, and he is expected to make it as thorough and successful as if it were the only school in the university. Under the stimulus of this personal responsibility and in the honorable competition with his associates, he will inevitably make his instruction more thorough than if the same subjects were simply a constituent part of a general curriculum, and must seek to infuse such enthusiasm among his students that they will perform great additional labor without a sense of its added burden and irksomeness.

Besides these general advantages, it is claimed for the new system that it is specially adapted to the lack of preparation or to the irregular preparation of our West Virginia students, none being prevented from making progress in some studies by their deficiencies in other directions.

At the annual meeting of the board of regents in June, 1883, President Wilson resigned the presidency of the university to accept the position of Representative in Congress from the Second district of West Virginia. His resignation was reluctantly accepted, and the senior professor, R. C. Berkeley, was made chairman of the faculty for the ensuing year. Professor Berkeley, in his report to the regents for the year 1884, sums up the workings of the school system as follows:

The change that was made two years ago from the old-fashioned curriculum to the new, more progressive, and elective system is rapidly producing the good results that were anticipated. The standard of scholarship is rising, and the students are becoming better pleased with the new system as they become better acquainted with it.

Professor Berkeley remained in office as chairman of the faculty until June, 1885, and in the report for that year stated that "the standard of scholarship is still rising, and the students, with only a few exceptions, have been doing good and solid work."

At the annual meeting in June, 1885, the board of regents proceeded to the election of a president, and Hon. E. M. Turner, of Clarksburg, was unanimously chosen to that office. At the same meeting Prof. A. R. Whitehill, of Wheeling, was elected to the chair of physics and chemistry, and Rev. P. B. Reynolds, of St. Albans,

was elected to the chair of English. The restoration of the presidency was fully indorsed by the press and public, and a large increase in the attendance of students was soon noted. The condition of the university at the end of the first year of President Turner's administration is told in his first annual report, as follows:

The year just closing has been, in a certain sense, a crucial test for the university, through which it has gone successfully, and I think I am justified by the facts in saying that it now stands as high as at any period of its history in the estimation of the people of the State. There has been no adverse criticism, but much commendation expressed in the public press, while I have received expressions of cordial sympathy and earnest support from many of those who recently were lukewarm or hostile in their attitude.

During the succeeding years of President Turner's administration this cordial sympathy and earnest support from the press and public have been continued, and each year an increased number of students has been in attendance. It is especially gratifying to the people of the State that the university is now enjoying such a high degree of prosperity, and with the authorities counseling together in regard to the enlargement of the courses of study and the general welfare of the students, this prosperity can not be otherwise than permanent.

COEDUCATION ESTABLISHED.

At the meeting of the board of regents in June, 1889, coeducation was established, and young ladies were granted the privilege of joining the collegiate classes of the university. This privilege did not apply to the preparatory department, consequently only young ladies who have taken the equivalent of the preparatory course in other schools can yet be admitted. The question of giving the young ladies of the State the same privileges in the university as the young men has long been agitated, but not until the meeting in question were the first measures in this direction adopted. At the opening of the year in September nine young ladies were enrolled in the list of the students, and most of these remained in the institution during the entire year.

THE PRESENT ORGANIZATION.

The present organization of the university includes the usual courses of collegiate study, the classical and the scientific; a military department; a law school leading to the degree of bachelor of laws; a school of civil and mining engineering, leading to the degree of civil engineer; a preparatory department, and a State agricultural experiment station.

In the collegiate department two courses of study are offered, the one leading to the degree of bachelor of arts, the other leading to the degree of bachelor of sciences. The degrees of master of arts and master of science are also given for additional attainments in the classical and scientific studies. Students who do not desire to take

the regular courses leading to the degrees mentioned may select the studies for which they are prepared, and they are then enrolled as regular students of the university. Each student is required to attend at least sixteen and not more than eighteen recitations a week, and is required to continue throughout the year those studies which were selected on his matriculation.

In the collegiate department the studies are distributed into ten groups, called schools, as follows: Rhetoric; metaphysics; ancient languages; modern languages; geology; history; mathematics; agriculture, chemistry, and physics; English; biology.

The courses of study in these schools vary somewhat with the branches taught, and a diploma in them all is necessary to graduation. The studies are arranged on the basis of a four-years course for the degree of bachelor of arts and bachelor of sciences, and the schedule of recitations is so arranged as to avoid any conflicts which might arise between the various schools.

PROFESSIONAL SCHOOLS.

At their meeting in June, 1878, the board of regents created the departments of law and medicine. Prof. St. George T. Brooke, of Jefferson County, was placed in charge of the law department, and Hugh W. Brock, M. D., was placed in charge of the medical department. The chair of anatomy, physiology, and hygiene was designed by the board to serve as a nucleus around which it was hoped a fully organized medical department would in the future be established in connection with the university. Dr. Brock entered upon his duties at the beginning of the spring term of 1879, and continued at the head of his department until his death in 1882, when Dr. B. W. Allen was elected as his successor. Dr. Allen entered upon his duties at the beginning of the year 1882-83, and remained in charge until his death in November, 1886. Dr. L. S. Brock performed the duties of the chair until the meeting of the board in June, 1887, when Dr. J. W. Hartigan was elected. At the same meeting of the board the duties of the professor in charge were somewhat enlarged, and in June, 1888, the department was made one of the academical schools of the university, with the title of the school of biology.

In 1884 Prof. W. P. Willey was transferred from the chair of metaphysics to the law department, and instruction in this department now became more extended. The full course covers the branches of common and statute law, constitutional and international law, criminal law, maritime law, equity, jurisprudence, evidence, pleadings and practice. The degree of bachelor of laws is conferred upon graduates in this department. By an act of the legislature graduates of this school are admitted to practice in any of the courts of this State without examination. In connection with this school a private course of law lectures is given during the summer vacation by Professor Brooke.

At the meeting of the board of regents in June, 1887, a school of civil and mining engineering was established, and Thomas M. Jackson, of Clarksburg, was placed in charge. The course of study for the degree of civil engineer is distributed over a term of four years.

PREPARATORY DEPARTMENT.

In addition to the collegiate and professional departments of the university, there is also a preparatory department, in which students are prepared for the higher departments. Academies and high schools not being numerous in the State, comparatively few young men can properly be prepared at home for advanced courses of study. This department has been in existence since the organization of the university, and will not be dispensed with until there is an increased number of secondary schools established in the State in which students may acquire their preparatory education. The course in the preparatory department extends through two years and includes, in addition to the preparatory English branches, the elements of both Latin and Greek. In the normal schools of the State there is now opened an academic department, embracing the course of study pursued in the preparatory department of the university, and students who have completed the course in these schools are admitted to the collegiate department of the university without examination. Students are also received from approved high schools, and, on the certificates of the principals of such schools that the necessary preparatory work has been performed, are admitted to the collegiate classes in the university without examination. Two literary societies, the Columbian and Parthenon, are connected with the university, and in these drill in elocution, composition, and debate is afforded.

MILITARY DEPARTMENT.

Under the law of the State eight cadets may be appointed from each senatorial district by the regent of said district, who receive tuition, books, and stationery free. Such cadets must be between the ages of 16 and 21 years and must be of good moral character. Each candidate for the corps must also present evidence, by examination or otherwise, that he is not deformed or afflicted with any disease or infirmity which would render him unfit for the military service of the university. All cadets are enlisted for not less than two nor more than five years and are not permitted to resign before the end of two years, except for cause. The officer appointed to take charge of the corps is styled "commandant of cadets," and is detailed by the Secretary of War for this purpose from the Regular Army. There being 13 senatorial districts in the State, the corps when regularly full has 104 members, but, in addition to these, other students are



SECTION OF READING ROOM AND LIBRARY OF WEST VIRGINIA UNIVERSITY.



WEST VIRGINIA UNIVERSITY—AGRICULTURAL EXPERIMENT STATION.



WEST VIRGINIA UNIVERSITY - AGRICULTURAL EXPERIMENT STATION.

permitted to join for the benefit of the drill and exercise. The university has ample equipment for both infantry and artillery and is supplied with ammunition by the Ordnance Department of the Regular Army.

AGRICULTURAL EXPERIMENT STATION.

By an act of Congress approved March 2, 1887, there is appropriated to each State annually the sum of \$15,000, to be used in such researches or experiments bearing directly on the agricultural industry of the country as may be deemed advisable. The West Virginia station was organized in June, 1888, by the board of regents of the university, and John A. Myers, Ph. D., was elected director. During the year an addition was made to the building before used as an armory, and suitable laboratory, offices, library, and workrooms for the station were provided. A creamery was also organized in connection with the station, in which scientific investigations concerning the properties of milk and butter were conducted. While no part of the fund can be devoted to carrying on the regular teaching of the university, yet scientific investigations are conducted under the eyes of the students, and excellent opportunities for additional scientific culture are thereby afforded.

The remodeling of the armory for station purposes, together with certain changes made in the university buildings, made an additional building for university work necessary, and, the legislature having provided the funds, the new building was begun during the latter part of 1889. This building will be used as an armory, gymnasium, and commencement hall and will be as large and commodious as the funds in the hands of the board of regents will permit. The building is located on ground purchased by the board in June, 1887, for \$4,250. An additional building is needed for the accommodation of the library and museum, and also a science hall for the schools of chemistry and physics, geology, biology, and engineering.

THE WORK OF THE UNIVERSITY.

The following table will show the number of students who have been in attendance since the organization of the institution:

Year.	Number.	Year.	Number.
1867-68	124	1879-80	132
1868-69	154	1880-81	162
1869-70	161	1881-82	177
1870-71	166	1882-83	150
1871-72	159	1883-84	98
1872-73	144	1884-85	107
1873-74	138	1885-86	136
1874-75	125	1886-87	160
1875-76	96	1887-88	184
1876-77	93	1888-89	185
1877-78	118	1889-90	204
1878-79	135	1890-91	216

The work of the university may be estimated rather by the number of students who have attended than by the number who have graduated. But a small percentage of those who have attended have remained to graduate, but many have completed special courses of study. Most of the students have failed to take the entire course, partly from insufficient preparation in consequence of the lack of secondary schools in the State, partly because of the extended and rigid course which has always been required for graduation, and partly from the adoption of the school system by the provisions of which students may pursue such studies as they deem will be of special importance to them in after life. Those who have taken the entire course, however, are found holding important positions, both in their own and other States, and always give evidence of that thorough training which the university has at all times afforded. The normal schools, high schools, and common schools of the State have especially felt the influence of the alumni of the university, while the learned professions have also been enriched by their scholarship and training.

The university, endowed as it is and supported by a liberal-minded people, equipped with the requisites for successful study in the various departments of learning, with its well-arranged buildings, its costly apparatus, its libraries, its societies, and its facilities for imparting a thorough education, is now enjoying a prosperity not before known, and is already branching out more largely in the line of advanced work. The regents, the faculty, the alumni, and the students are alike committed to a policy of improvement and development, and with public sentiment in favor of still greater educational progress the outlook for the institution can not be otherwise than favorable.



WEST VIRGINIA UNIVERSITY UNIVERSITY HALL

Chapter V.

COLLEGIATE EDUCATION.

BETHANY COLLEGE.

The history of Bethany College is intimately associated with the history of the Christian Church. Alexander Campbell, the illustrious founder of this church, became convinced early in his career that a trained body of men would be necessary to perpetuate the doctrines which he so earnestly advocated, and to educate these men Bethany College was founded. It seldom falls to the lot of one individual to be the chief factor in the establishment of both a great church and college, and when such is the case brilliant talents and genius of a high order may be looked for. In the history of higher education in West Virginia no man occupies a more prominent position than Alexander Campbell—not, it may be, in the number of students who came under his personal instruction, but in his influence and writings in behalf of education in general, in the brilliant exemplification in his own person of ripe scholarship, untiring energy, and implicit faith, and in the fifty years of fruitful work of the illustrious institution which he himself founded.

ALEXANDER CAMPBELL.

The subject of this sketch was born in county Antrim, Ireland, September 12, 1788. His father was Rev. Thomas Campbell, a Scotch-Irish Seceder, who was born in county Down, Ireland, February 1, 1763. The father, in his earlier years, having become dissatisfied with what he termed the cold formality of the Episcopal ritual, found sympathy and congenial friends in the company of the Covenanters and Seceders. Having been educated at the University of Glasgow, he was prepared to enter the ministry; but the hard work and close confinement connected with his profession soon impaired his health, and he embarked for America in 1807 in the hope that his fortune might be bettered and his health restored. Both of these objects were in this new land gained, for by close application a moderate competence was secured, and so completely was his health restored that at his death he lacked only one month of being 91 years of age.

The mother of Alexander, descended from the Huguenots, was a woman of stern character and modest disposition, and was noted for

her zeal in bringing up her son in the nurture and admonition of the Lord.

The son, who was destined to become so illustrious in the history of the church, seemed to have had little inclination for study in his younger days, but as a farm hand he acquired that physical strength which was so essential for his work in after years. Even as a little boy he cared little for books, and a characteristic anecdote is told of him in connection with his efforts to master French. Having been sent out one day to read a page in the *Adventures of Telemachus*, he soon found a shade, and, being weary, fell asleep. A cow happening along devoured his book, and on the loss being reported to his father that stern disciplinarian told him that "the cow had got more French in her stomach than he in his head."

This disinclination to study decreased as the youth developed into manhood, and it was soon learned that in connection with his robust frame was an intellect which some day was destined to be a great power in religious and educational circles.

EMIGRATION TO AMERICA.

Coming to America at the age of 19 years, he joined his father in the western part of Pennsylvania, and soon his power as a thinker and his ability as an orator gained for him the reputation of a noted preacher. His first sermon was preached in May, 1810, and so enthusiastically was it received that it resulted in his immediate call to the ministry. The Brush Run Church was organized May 4, 1811, and on the 1st day of January, 1812, Alexander Campbell was ordained and set apart to the office of the ministry. Having formed a temporary union with the Baptists, on June 12, 1812, both his father and himself were immersed by Elder Luse; but they persisted in their refusal to accept any human creeds. After laboring for several years in Washington County, Pa., the subject of this sketch crossed the line into Virginia, and, establishing himself at Bethany, this place became the center of his operations during the remainder of his life.

For over fifty years he continued to reside here, and the amount of work he performed is almost unparalleled in religious or educational circles. Traveling in the interests of the church and college, maintaining his views in sermons and public debates, editing a magazine, and writing in all about sixty volumes, and in the latter years of his life taking upon himself the management of a college, his life was a brilliant example of physical endurance and intellectual strength, and although it extended through nearly fourscore years it was fruitful and happy to its end.

THE REFORMS WHICH HE ADVOCATED.

In 1843 a public discussion was held between Alexander Campbell and Rev. N. L. Rice, a Presbyterian minister of Kentucky, and the propositions maintained and denied by the former at that time will be

a fair index to the nature of the reforms which he during so many years earnestly advocated.

1. He affirmed that the immersion in water of a proper subject in the name of the Father, the Son, and the Holy Spirit is the one only apostolic or Christian baptism.

2. He denied that the infant of a believing parent is a scriptural subject of baptism.

3. He affirmed that Christian baptism is for the remission of past sins.

4. He denied that baptism is to be administered only by a bishop or ordained presbyter.

5. He affirmed that in conversion and sanctification the Spirit of God operates on persons only through the word of truth.

6. He affirmed that human creeds, as bonds of union and communion, are necessarily heretical and schismatical.

This debate was continued during sixteen days, and was the last one in which Mr. Campbell was engaged. His views were presented with that vigor and enthusiasm for which he was so noted, and are the views held to-day in several thousand churches and by his hundreds of thousands of followers.

During the fifty years of his residence at Bethany, Alexander Campbell had little rest from labor. He entered into his work with all the enthusiasm of which he was capable. Being thoroughly educated and possessing fine didactic talents, his plainness and directness of expression were yet everywhere noted. In his choice of arguments and unexpected application of familiar facts he was especially happy, and his discourses, though learned and elaborate, were enlivened with illustrations. His quick perception, wide range of thought, great fluency of speech, and keen wit made him apt in debate, and so full was he at all times of religious thought that he constantly gave expression to it in his writings and everyday talk. In his character the judgment and understanding are said to have predominated, but the imaginative faculty was also ever active, and many beautiful passages are found in his writings. To put an end to religious controversy was the chief end of his reformation, and he took for his motto that "Nothing was to be admitted as a matter of faith or duty for which there could not be produced a divine precept or Scripture precedent." The high estimation in which he was held, not only by his immediate followers but by others, may be learned from the following extracts. In 1847, previous to his departure for Europe, he received from Henry Clay a highly commendatory letter, from which the following is an extract:

Dr. Campbell is among the most eminent citizens of the United States, distinguished for his great learning and ability, for his successful devotion to the education of the youth, for his piety, and as the head and founder of one of the most important and respectable religious communities in the United States. Nor have his great talents been confined exclusively to the religious and literary walks in

which he principally moved; he was a distinguished member, about twenty years ago, of the convention called in the State of Virginia to remodel its civil constitution, in which, besides other eminent men, were ex-Presidents Madison and Monroe, and John Marshall, the late Chief Justice of the United States.

The following extract is from a letter published in the New York Observer, by Rev. Heman Humphrey, in 1849:

In laying out his work, his statements are simple, clear, and concise, his topics are well and logically arranged, his manner is calm and deliberate, but full of assurance. His appeals are not very earnest nor indicative of deep feeling; but nevertheless winning and impressive in a high degree. There were many fine and truly eloquent passages in the two discourses I heard, but they seemed to cost him no effort, and to betray no consciousness on his part that they were fine. In listening to him you feel that you are in the presence of a great man. He speaks like a master of assemblies who has entire confidence in the mastery of his subject and his powers, and who expects to carry conviction to the minds of his hearers without any of those adventitious aids on which ordinary men find it necessary to rely.

In 1858, on the occasion of a visit to Kentucky by Mr. Campbell in the interests of Bethany College, George D. Prentice, the editor of the Louisville Journal, published the following:

Alexander Campbell is unquestionably one of the most extraordinary men of our time. Putting wholly out of view his tenets, with which we of course have nothing to do, he claims, by virtue of his intrinsic qualities as manifested in his achievements, a place among the very foremost spirits of the age. His energy, self-reliance, and self-fidelity, if we may use the expression, are of the stamp that belongs only to the world's first leaders in thought or action. His personal excellence is certainly without a stain or shadow. His intellect, it is scarcely too much to say, is among the clearest, richest, profoundest ever vouchsafed to man. Indeed, it seems to us that in the faculty of abstract thinking—in, so to say, the sphere of pure thought—he has few if any living rivals. Every cultivated person of the slightest metaphysical turn who has heard Alexander Campbell in the pulpit or in the social circle must have been especially impressed by the wonderful facility with which his faculties move in the highest planes of thought. Ultimate facts stand forth as boldly in his consciousness as sensations do in that of most other men. He grasps and handles the highest, subtlest, most comprehensive principles as if they were the liveliest impressions of the senses. No poet's soul is more crowded with imagery than his is with the ripest forms of thought. Surely the life of a man thus excellent and gifted is a part of a common treasure of society. In his essential character he belongs to no sect or party, but to the world.

Such was the character of the man who founded Bethany College, who stood at its head during the first quarter of a century of its existence, and whose influence and liberality placed it upon a permanent basis and contributed so largely to its prosperity and support.

FOUNDING OF BETHANY COLLEGE.

As early as 1818 Alexander Campbell, feeling the want of better educational facilities in his own neighborhood, had founded the Buffalo Seminary. His object in founding this school was to train young men to assist him in the work in which he was engaged, and to better

effect his object he boarded the young men in his own house, so that he might have constant opportunities for instilling in their minds the doctrines he advocated. The school flourished for several years. The charges for board and lodging were \$1.50 per week and for tuition \$5 per quarter. Many of the students, however, choosing to prepare themselves for the study of law and medicine rather than for the study of the Bible, and this being contrary to the wish of the founder, the school was in due course of time discontinued. In 1840, however, the number of converts to the Disciples Church having largely increased, and educated leaders being absolutely necessary to the perpetuation of the work, a still grander educational scheme was proposed, and measures were soon taken to put the same into execution. It was not enough for Alexander Campbell to gather about him a great body of believers, but he must also found a college in which the Bible would give inspiration to both teacher and student, and in which men would be trained to continue the work which he had so long performed. A friend said to him, "Brother Campbell, you will when engaged in the college lessen your influence for good; you will not be able to travel and preach for us as you have heretofore done." "O, brother," was the reply, "but I will raise up many young men in the college to preach the gospel in my stead when I am gone."

He was now over 50 years of age, but his intellectual power seemed to be unabated. He had enjoyed little rest during the best years of his life, and most men of his age would have shrunk from additional labor. He felt now, however, too keenly the need of educated helpers and believed that the only way to give stability to his doctrines was to cultivate the understanding of the people. Probably no grander scheme for the establishment of an educational institution was ever evolved than was now evolved in the mind of this distinguished man. His plan contemplated a beginning at the nursery, so as to have the family, school, college, and church all parts of one system, and thus from childhood to manhood there would be continuous physical, social, intellectual, and moral development.

Into the family institution were to be admitted boys under 14 years of age, and these were to have the comforts of a well-regulated and Christian home and were to be carefully instructed in the elementary branches of learning as well as in all matters pertaining to morality and religion. In the school instruction in more advanced branches was to be given, and at all times the culture of the heart was to be of vastly greater importance than mere intellectual development. The course in the college was to be more advanced than that in the school, and young men were to be prepared for the study of the learned professions as well as for the active duties of life. In the college the Bible was to be the leading text-book, and a missionary and religious spirit was to pervade the entire institution. Lastly, the church was to be the end of this great system in which great moral and religious

truths were to be presented, where all human creeds were to be disregarded, and where the final and complete development of the mental faculties was to be attained.

Having been engaged the greater part of his life in literary work and having concluded to devote a part of his remaining days to the special work of instruction, he immediately began to take the initiatory steps toward the establishment of the college. "Having now," said he, "completed 50 years and on my way to 60, the greater part of which time I have been engaged in literary labors and pursuits, and imagining that I possess some views and attainments which I can in this way render permanently useful to this community and posterity, I feel in duty bound to offer this project to the consideration of all the friends of literature, morality, and unsectarian Bible Christianity. I am willing to bestow much personal labor, without any charge, in getting up this institution, and also to invest a few thousand dollars in it, provided only our brethren, the rich and opulent especially, and those who have children to educate, will take a strong hold of it and determine to build up an establishment that may be made to themselves, their children, and many others a lasting and a comprehensive blessing."

A charter having been obtained during the winter of 1840, Mr. Campbell immediately began to raise money to carry out his plans, and the first donation, amounting to \$1,000, was made by Philip B. Pendleton, of Virginia. A board of trustees having been appointed, Mr. Campbell was elected president of the institution, and the management was placed in his hands. Having selected a suitable location, and having presented to the trustees a deed of the same, he immediately, on his own responsibility, began the erection of a large brick building for the use of the students. So energetically was the work of organization carried on that at the meeting of the trustees, held May 10, 1841, the first faculty was organized, and the announcement was made that the collegiate department would be opened for students on the 21st of October following.

FIRST FACULTY.

A. Campbell, president, professor of mental philosophy, moral science, political economy, and sacred history.

A. F. Ross, professor of ancient languages and ancient history.

Charles Stewart, professor of mathematics.

W. K. Pendleton, professor of natural philosophy, astronomy, and natural history.

Robert Richardson, professor of chemistry.

W. W. Eaton, professor of English literature.

At the opening of the school at the time appointed the project had become so well and favorably known that about 100 students were in attendance. Wellsburg, the nearest town, being about 7 miles distant, and the college building being not yet completed, in consequence

of the lack of proper accommodations a great deal of confusion marked the opening. The great personal influence and urbanity of the president, however, soon brought order out of the confusion, and six months later he reported as follows:

A good moral influence seems to be now in the ascendant, and a general determination on the part of the students to maintain a high standard of moral excellence and decorum in all the details of social intercourse. If there be any point in the science of morals more than any other universally accredited and enforced, it is that the fear and reverence of the Lord, sometimes called piety, constitute the only infallible foundation of morality and good manners.

This regard for the moral and religious welfare of the students has always had due prominence at Bethany, and instruction in moral and Christian science has been well provided for; and the hope of the founder that the minds of the students might be molded in conformity with the great principles developed in the Bible has been respected.

The hope of Mr. Campbell that he might now be relieved from traveling and might be permitted to spend the remainder of his days with his family was not realized, for so rapid was the growth of the church and so pressing were the needs of the college, and so well known had he himself become, that his services in different sections of the country were constantly called for. As an instance of the amount of work he seemed able to perform, it may be stated that in one of his tours, in 1845, in two months he traveled 2,500 miles, and this at a time when steamboats and railroads were little known, and during this time he delivered more than fifty addresses and was almost incessantly occupied with company and conversation. In nine months of this year, in the interests of the college and church, he traveled at least 7,000 miles, and on his various trips collected large sums of money for the former.

The primary department, which was one of the parts of the original scheme, was about this time reluctantly abandoned. It was found that young boys needed the watchful guardianship of Christian homes, and as there were special difficulties in the way of providing such guardianship in connection with the college it was determined that the younger pupils would no longer be received.

THE GROWTH OF THE INSTITUTION.

During the first seventeen years of its existence the college continued to prosper. A respectable endowment had been secured, and the course of study had from time to time been enlarged. The number of students had varied from about 100 to 150 each year, during the year 1843-44 falling to 96 and during 1855-56 reaching 155. During this period there were a number of changes in the faculty, and at the end only the president and Professor Pendleton, of the first faculty, remained. In his little hexagonal study, about 12 feet in diameter, in the shadow of noble trees, the former had worked and written and prayed, and both in the conduct of the college and the Millennial Harbin-

ger he had been ably assisted by Professor Pendleton. During the year 1856-57 145 students had been enrolled, and the permanent prosperity of the college seemed to be assured. Misfortunes both to nations and individuals, however, often come when least expected, and a disastrous fire at Bethany College now seriously crippled the institution.

On the morning of December 10, 1857, flames were seen issuing from the buildings, around which in past years had centered so many hopes and prayers, and in spite of the efforts of students, professors, and villagers, the buildings, libraries, apparatus, and equipments were soon a mass of smold ring ruins. Alexander Campbell, however, was made of sterner stuff than most men, and instead of relieving himself now of the responsibility for the future, temporary arrangements were immediately provided for the continuance of the school work, and immediate steps were taken to raise the necessary funds for the erection of another building. Civil war was then imminent, and in the increasing political discords and dangers the interests of educational institutions were somewhat neglected; but so successful were President Campbell and Professor Pendleton in soliciting funds for the college that the corner stone of a very elegant structure was laid in the summer of 1858, and in due course of time was completed. This structure cost about \$140,000 and is one of the finest educational structures west of the Alleghenies.

EFFECT OF THE CIVIL WAR.

Owing to her geographical position and the disturbed condition of the people, the effect of the civil war was keenly felt in West Virginia. The patronage of Bethany College being largely from the South, after war had been declared the number of students rapidly decreased, and the matter of suspending for a time was considered. The number of students for the year 1861-62 was only 38, while the following year the number was only 33, the smallest attendance during any year in the history of the college. During the war the work of instruction was carried on by W. K. Pendleton and C. L. Loos, assisted by tutors, President Campbell having been relieved of all work except conferring the degrees and delivering the address of commencement. It now appeared evident that the career of this remarkable man was drawing to a close, and while during the war he took an active interest in all that was transpiring, yet both body and mind began to show signs of the approaching dissolution. In the early part of 1866 a slow and settled fever began to consume him, and on the 4th of March the man who had founded both the Disciples' Church and Bethany College, and who had carried them safely through the critical years of their existence, passed away, and the men whom he had raised up to preach the gospel now came forward and undertook to carry on the work which he had so long and so faithfully performed.



BETHANY COLLEGE.

DR. W. K. PENDLETON.

On the retirement of the distinguished president from the active management of the affairs of the college, there was no question as to who should be his successor. Dr. W. K. Pendleton had been connected with the institution since its organization, and had also been intimately associated with Mr. Campbell in the conduct of the Millennial Harbinger. After the destruction of the buildings in 1857, Dr. Pendleton had been very active in his efforts to raise money for the erection of other buildings, and when traveling with Mr. Campbell, the latter wrote that he preached for the church while Mr. Pendleton preached for the college.

Dr. Pendleton had been a student from his earliest recollection. Having received his primary education in the subscription schools of Virginia, he was subsequently prepared for college in a classical academy, and at the age of 19 was enrolled as a student in the University of Virginia. Here he completed an elective course of classical, scientific, philosophical, and law studies. In the year 1840 he was admitted to the bar, and in the same year was married to Livinia M., a gifted daughter of Alexander Campbell. Soon after he was invited to assist in the establishment of Bethany College, and the best years of his life were afterwards devoted to its welfare.

Although he had never studied any particular system of theology, yet he soon accepted the simple tenets of the Disciples and soon became known as a gifted speaker and writer. While connected with the college, he always took an active interest in the political affairs of the country and was ever ready to use his influence in the interest of the party which he favored. In 1850 he was a candidate for membership in the Virginia constitutional convention and five years later was the candidate of the Whig party for Congress. In 1871 he was chosen as a senatorial representative to the West Virginia constitutional convention, and as a tribute to his labors in securing a satisfactory system of free schools at the close of the convention was appointed by Governor Jacobs to the position of State superintendent to fill the unexpired term of Charles S. Lewis, who had been made a circuit judge. In 1876 he was nominated and elected State superintendent, and during the years he was in office the free schools of the State were carefully managed. During his political career he still maintained his connection with the college, and at its end resumed his regular work. The institution in the meantime continued to send out graduates each year who were well equipped for the active duties of life, and about the usual number of students were always in attendance.

A few years ago, wishing to retire from active educational work, Dr. W. H. Woolery was appointed president, and during his brief career the increase in attendance was almost unprecedented.

Dr. Woolery had become a student at Bethany in 1873 and had

taken an unusual interest in the college work. He completed the ministerial course in 1876 and was soon afterwards called to take charge of the Disciples Church at Pompey, N. Y. Here he achieved marked success as a preacher and not long afterwards was called to the church at Hopedale, Ohio. In 1879 he was called to Somerset, Pa., where, after delivering an oration on our Federal Union, he was acknowledged to be an orator of great ability. On account of his popularity both as a speaker and scholar he was elected in 1882 to the chair of Latin and Hebrew in Bethany College, and in 1885, in the absence of President Pendleton, was made chairman of the faculty. In 1887 he was chosen president, and continued to act in this capacity until his death, which occurred in 1889. During the two years of his presidency the endowment fund of the college was increased 150 per cent and the number of students nearly doubled. Dr. Woolery was a careful manager, an excellent scholar, a gifted speaker, and a born teacher. In his death the institution and the church suffered a heavy loss, and it was no easy task to find the proper man to act as his successor.

Such a man, however, was found, and Rev. A. McLean, of Cincinnati, entered upon the discharge of his duties as president in the latter part of 1889. He graduated from the college in 1874, and in a week after graduation went to Mount Healthy, Ohio, where he took charge of the Disciples' Church. In 1882 he was elected corresponding secretary of the Foreign Christian Missionary Society, and continued to act with marked ability in that capacity until called to the presidency of the college.

During the fifty years of its existence many other prominent men have taken part in the work of instruction, and the names of Richardson, Loos, Dolbear, Kemper, and many others are held in affectionate remembrance by the multitude of students who have attended Bethany. Many of these instructors were afterwards called to larger fields of labor, others worked many years with patience in the profession they had chosen, but all contributed to the success of the institution, and the scholarship, the effort, the self-denial, and the work of no one should be forgotten.

STUDENTS AND GRADUATES.

During the year 1855-56 155 students were enrolled, this being the largest attendance in any one year in the history of the college. During the year 1862-63, in consequence of the civil war, only 33 students were enrolled. During seventeen years in the history of the college the attendance had fallen below 100, and during the remaining thirty-two years it had been above that number. The total number of graduates to the end of the year 1889 was 684, being an average of 14 for each year in the history of the college. During the first thirty-seven years only male students were admitted, then coeducation was established, and since then both sexes have enjoyed the privileges of the

institution. For the better accommodation of the female students, the former residence of President Pendleton has recently been purchased. In addition to the house the purchase included 14 acres of ground, and the entire property will be used exclusively for the benefit of the ladies in the institution.

The endowment fund of the college at present amounts to about \$75,000, but is being rapidly increased. The income is largely derived from the fees of the students, the tuition per session being \$40. Ministers' sons and indigent and pious young men who desire to prepare for the ministry are admitted on payment of one-half the regular tuition rates.

PRESENT ORGANIZATION.

The college has four separate courses: The classical, scientific, ministerial, and ladies, conferring, respectively, the degrees of bachelor of arts, bachelor of sciences, bachelor of letters, and bachelor of philosophy.

The classical course embraces the following schools:

- (1) School of sacred history and moral philosophy.
- (2) School of the Greek language.
- (3) School of the Latin language and literature.
- (4) School of mathematics and astronomy.
- (5) School of natural science.
- (6) School of mental and political philosophy and belles lettres.

In the scientific course a school of modern languages takes the place of the schools of the Greek and Latin languages of the classical course.

The ministerial course embraces the same schools as the classical course, with the addition of a school of sacred literature.

In the ladies course the same schools are embraced as in the classical, with the exception that the school of modern languages takes the place of the school of the Greek language.

A special course in engineering is also provided, for which a certificate is given.

A student may graduate in any school singly. To obtain the degree of graduate in any school, it is required of every candidate: (1) That he shall have been a student of Bethany College at least one session, and shall have studied in the college the entire senior year of the school; (2) that within one month from the beginning of the session, he shall have made known to the professor of the school his intention of graduating; (3) that he stand a satisfactory examination on all the prescribed studies of the school. He shall then be entitled to a certificate of graduation free, signed by the president and professor.

To receive the degree of bachelor of arts, bachelor of sciences, bachelor of letters and bachelor of philosophy, the candidate must have graduated and received his certificates in the several schools

embraced in the respective courses. He must also have faithfully observed all the other laws and regulations of the college.

The master's degree in course.—In order to obtain the regular degree of master of arts, the following conditions are required: (1) The attainment of the degree of bachelor in the course; (2) the actual attendance in the college thereafter for one session and the study of three elective studies, to be selected by the candidate with the consent of the faculty; (3) an approved examination of selected studies. A fee of \$10 will be charged for the diploma.

Honorary master's degree.—A bachelor of three years' standing in any one of the courses may receive the honorary degree of master in that course; provided he shall in the interval have maintained an exemplary character, and pursued studies relating to the degree.

The course of study leading to these various degrees has been enlarged from year to year, and thorough instruction in the various subjects has been afforded. Education has not been considered merely as the training and discipline of the intellectual faculties, but the development of the moral and religious faculties of the students has also been provided for, and the formation of character has ever been regarded as of paramount importance.

THE WORK OF THE COLLEGE.

In the fifty years of its existence Bethany College has played an important part in the educational development of this and other States. Having a healthful location with pleasant surroundings, a distinguished corps of instructors, commodious buildings, cabinets, libraries, apparatus, and societies, and the other necessary appurtenances of a successful institution, her graduates have gone out well equipped for the active duties of life, and many of them have taken high rank in the professions they have chosen. The dominating influences have always been in favor of the ministry. Of nearly 700 graduates the majority have entered the ministry. In other callings they have also made themselves known.

Chapter VI.

DENOMINATIONAL INSTITUTIONS.

WEST VIRGINIA COLLEGE.

About the time the initiatory steps were being taken by the legislature of West Virginia toward the establishment of an institution which should stand at the head of the public-school system of the State, the citizens of Taylor and adjoining counties, feeling the need of better educational facilities in their midst, concluded to establish a college of their own, and for this purpose subscriptions in the form of stock were taken. A site was obtained upon a beautiful plateau near Flemington, in the midst of one of the richest farming and grazing districts in the State, and a company was organized under the title of "The West Virginia College Corporation." A building was soon begun, but, the subscriptions not coming in as rapidly as had been expected, the funds were soon exhausted, and the building was not yet completed.

About this time it was learned that the Freewill Baptists of Ohio and the West desired to invest about \$2,000 in a school, and as this amount would complete the building it was agreed to solicit their aid in the work which had already been undertaken.

This solicitation was favorably received by the denomination in question, and after careful consideration the following proposition was presented to the stockholders of the college:

FLEMINGTON, *January 1, 1868.*

To the stockholders, etc., of West Virginia College.

GENTLEMEN: Having been requested to state the conditions upon which the Freewill Baptists and their friends will undertake the completion of the building and establishment of the school, we beg leave to present the following: We will guarantee the completion of enough of the building to open the school the coming fall and will finish the building as fast at least thereafter as it may be needed for the accommodation of the school on the following conditions, viz: (1) That the management of the school be insured to the Freewill Baptist denomination by the guarantee that two-thirds of the directors or trustees shall be and continue to be members of the said denomination; (2) that the present scholarship rights be waived, with the understanding, however, that if at any time hereafter the plan of scholarship endowment shall be adopted the present stock shall be included the same as any other. In case this proposition is accepted we for our-

selves individually and for the said Freewill Baptist denomination will at once subscribe \$2,000 of stock and will immediately take active measures for the completion of the building.

ALVIN D. WILLIAMS.
DAVID POWELL.

Securities:

W. H. SHIELDS,
SILAS P. BAILEY.

This proposition was accepted by the stockholders at a meeting held April 25, 1868, and in July following the necessary measures for carrying out the contract were passed.

The first term of school began in November, 1868, with Rev. A. D. Williams president, Miss Ellen D. Harn preceptress, and John W. Bailey tutor. One hundred and fifteen students were reported in the second circular sent out, and the institution seems to have had a strong hold upon public confidence and respect. President Williams resigned in June, 1870, and Prof. W. Colgrove was elected as his successor. During the ten years following Professor Colgrove had charge of the school, and during that period was assisted by a number of experienced educators. Having resigned in March, 1880, Rev. D. Powell was elected agent and manager, and Prof. O. G. Augir became the principal. He in turn was succeeded by Prof. H. N. Ogden two years later. W. E. Joliffe succeeded Professor Ogden, and in 1887 Rev. T. E. Peden was elected president for five years. The catalogue for 1887 gave the names of all the pupils who attended after Professor Joliffe took charge, a period of about five years, and the total number was 129. During 1888 67 students were in attendance, and during 1889 the number was 55. In addition to the regular collegiate course there is a preparatory course and also an English and normal course. The school continues under the control of the Freewill Baptist denomination, but students select their own places for attending church. Both sexes are admitted, and coeducation is said by the managers to be conducive to purity, refinement, and the highest culture attainable. In addition to the work of instruction, the leading object of the present president is to increase the endowment, and thereby place the institution upon a permanent basis. During the past year improvements have been made and all the interests of the college have been greatly advanced. President Peden, in connection with his class-room work, edits the Central Freewill Baptist, in which paper every month considerable space is devoted to the college. He also conducts the Freewill Baptist services in the college chapel every Sunday, both morning and evening.

During the twenty-two years of its existence West Virginia College has aided materially in advancing the educational interests of the State, and it is now hoped that its endowment will be so increased that its good work may be long continued, and that its prosperity may become permanent.



WEST VIRGINIA COLLEGE - FLEMINGTON

regulations are observed as are found in every well regulated Christian home. There have gone out from the school 54 graduates, and many others have attended who have not taken the full course. During the session of 1888-89 60 students were enrolled.

In the course of study there are four departments, primary, preparatory, collegiate, and ornamental. In the collegiate department there are two courses, the classical and the English. In the primary and preparatory departments beginners and those who are slightly advanced are taken, and these are prepared to enter upon the higher studies of the collegiate department. The ornamental department provides for instruction in instrumental and vocal music and in art. The cost to boarding pupils for tuition and board is \$200 per year. Although the institution is under the auspices of the Baptist denomination, no improper influence is used to interfere with the religious belief of any who become its pupils. Under the wise management of President Harris and Vice-President Powell a season of prosperity is expected.

WEST VIRGINIA NORMAL AND CLASSICAL ACADEMY.

This institution is situated at Buckhannon in Upshur County, and was established in 1882. It is owned by the Church of the United Brethren in Christ. It is managed by a board of trustees elected by the Parkersburg conference of that church. Although the school is nominally under church control, it has always been the aim of its management to make it nonsectarian.

The school property consists of 5 acres of land, a substantial two-story brick building, and a supply of furniture and apparatus adapted to the needs of a school of this grade. This property is estimated to be worth \$20,000. Rev. Z. Warner, D. D., Rev. C. Hall, Prof. J. O. Stevens, Levi Leonard, Dr. G. A. Newlon, C. F. Ridgeway, and others were instrumental in founding the school. The principals to date have been: J. O. Stevens, L. F. John, W. S. Reese, W. O. Fries, and W. O. Mills. Mrs. Sue B. Hall has had charge of the musical department and F. T. Sexton of the commercial department. Rev. C. Hall is the present agent and treasurer of the institution. At present an earnest effort is being made to provide an endowment fund.

Both sexes are admitted to the privileges of the school, and the following courses of study are provided: Classical, scientific, teachers', musical, and commercial. During 1883-84 the number of students in attendance was 83; 1884-85, 112; 1885-86, 122; 1886-87, 113; 1887-88, 127; 1888-89, 128. The total number of graduates to date in the literary department is 24; in the musical department, 5, and in the commercial department, 18, making a total of 47. The beneficial effects of the school upon the schools of Upshur County have been most pronounced. This is but another illustration of the fact that higher educational institutions are necessary to the proper development of the free-school system.

WEST VIRGINIA CONFERENCE SEMINARY.

Although the Methodist Episcopal Church has over 50,000 members in West Virginia, hitherto no school of high grade has been directly under its control. About thirteen years ago Rev. Dr. Fullerton, Rev. John W. Reger, Dr. A. J. Lyda, and others began to labor for the establishment of such a school, and in the year 1880 an organization was effected.

Forty-three acres of land having been secured at Buckhannon, in Upshur County, a building was begun, and when completed it will be one of the finest educational structures in the State. The cost will be about \$40,000, and of this amount about one-half has been raised by subscription, and the payment of the remainder will be provided for by the conference.

The board of control consists of eight ministers and eight laymen. Its officers are: Judge Samuel Woods, of Philippi, president; Hon. B. F. Martin, of Grafton, treasurer, and Rev. E. H. Orwin, of Hartford, secretary. The institution will be supported by the fees of the students, subscriptions from various sources, and by collections taken yearly in the various churches. Academical and theological courses of study will be provided and both sexes will be admitted.

SALEM ACADEMY.

This school was first opened in the spring of 1889, with Rev. M. L. Maxson as principal; Rev. J. L. Huffman, acting principal, and three other teachers. At the present there are six teachers and two lecturers. Ninety-four students are enrolled. The management of the school is under the control of the Seventh-day Baptist denomination, but representatives of other denominations are members of the board of control. No sectarian distinctions are made and the privileges of the institution are open to students of any denomination.

Three courses of study are offered—ancient classical course, modern classical course, and teachers' course. The ancient classical course embraces all the studies of the preparatory and collegiate departments except those in the modern languages. This course leads to the degree of bachelor of arts. In the modern classical course German and French take the place of Greek, and this course leads to the degree of bachelor of letters. The teachers' course is intended to prepare students for teaching in the public schools of the State.

The school has no endowment, but depends upon the tuition fees and gifts from its friends for support. A large building, containing a chapel and commodious recitation rooms, has been erected.

Chapter VII.

MISCELLANEOUS INSTITUTIONS.

LINSLY INSTITUTE.¹

Noah Linsly was born in Branford, Conn., February 9, 1772. His family was of English descent, his earliest ancestor in this country, John Linsly, having emigrated from the vicinity of London and settled in New Haven in 1644. Having prepared for college under Rev. Dr. Todd, the subject of our sketch was admitted to Yale in 1791 and was graduated four years later. After graduating, he taught school at Feathersfield until he was offered a tutorship in Williams College, which he accepted. He, however, did not retain this position long, as he was numbered among the tutors at Yale during the college year 1794-95. He then studied law at the Litchfield Law School under Tapping Reeve, and in due course of time was admitted to the bar.

After completing his studies he removed to Morgantown, W. Va., in 1797 or 1798, where he remained two years and then removed to Wheeling, where he died of hemorrhage of the lungs in the year 1814. He was buried in Mount Wood Cemetery, where now stands a plain marble shaft, bearing the inscription:

Noah Linsly.

A native of Connecticut.

The founder of the Lancasterian Academy.

The friend of youth and the benefactor of mankind.

Mr. Linsly is described as a man of fine presence, extremely particular in his dress and very dignified in his manner. He was scrupulously honest in all his dealings with his fellow-men, and preferred rather the title of an honest lawyer to that of a rich one whose wealth had been obtained by questionable means. In politics he was a Federalist, and in the year before his death seems to have been afflicted with what he called the "political itch," for he was a candidate for Congress, but was defeated by a few votes. He was at all times a firm believer in educational progress, and at his death bequeathed

¹ The data for the following article have been obtained principally from a paper printed in 1879 by Miss J. B. Wilson in the *West Virginia Journal of Education*, and from notes furnished by Col. H. B. Hubbard, who was a pupil in the school when the Lancasterian system of teaching was in vogue.



WEST VIRGINIA CONFERENCE SEMINARY, BUCHANNON.

\$3,000 to Yale College. This amount was afterwards increased by his nephew, and was the nucleus of the Noah and Jared Linsly fund, devoted to the Yale library.

In his will provision was made for the establishment and maintenance in Wheeling of a school to be conducted on what is known as the Lancasterian system, to be free to such white children as the trustees might deem worthy. Samuel Spriggs and Noah Zane were named as the executors of the will, and after Linsly's death they applied to the Virginia legislature for a charter for the school. This was granted in 1814, and a lot was purchased in Wheeling on the line of alley 11, between Market and Chapline streets. A brick school building, 33 by 66 feet, 2 stories in height, was soon erected.

The building being completed, the work of instruction in the school was begun. The teacher was paid \$100 a quarter from the fund and was allowed the tuition fees, which amounted to \$1 per quarter for each paying pupil enrolled. He was required to instruct free of charge such poor children as the trustees deemed worthy. The amount allowed from the fund was afterwards increased to \$130 per quarter. The desire to be educated seventy-five years ago was not so great as at present, and in consequence the school was not at first prosperous. Every year or two a change was made in the teaching force. In the course of time the Lancasterian system was abandoned and more modern methods of instruction introduced. After many years the school building was sold, and the materials are said to have brought only \$130. As the town grew the lot became more valuable, and it, too, was disposed of. In 1858 the lot on the corner of Eoff and Fifteenth streets was purchased and the present building erected. This building is located in a desirable part of the city, is of brick, is large and commodious, and three stories in height. It is located opposite the building formerly used as the State capitol and is within easy distance of the business part of the city.

The number of teachers who have been engaged in the Linsly Institute during the three-quarters of a century of its existence is very large. Among the names to be found on the records are those of John F. Teras, Daniel Bradley, Alexander Mayer, Thomas L. Lees, James W. McBurnie, Rev. John W. Scott, D. D. (afterwards president of Washington College and also vice-president of West Virginia University), John C. Hervey (afterwards superintendent of Wheeling schools), James Paull, esq., Rev. R. V. Dodge, D. D., I. F. Jones, esq., and E. Blakely.

In 1875, John M. Birch, afterwards United States consul at Nagasaki, Japan, was chosen principal, and with his election a new era in the life of the school may be said to have begun. Professor Birch was a graduate of Washington and Jefferson College, and in addition to being a thorough scholar was endowed with those social qualities which are so essential to the successful teacher. Under his wise man-

agement the school grew and prospered, and the following year John L. Dickey, A. M., and Charles F. Clark, A. B., were associated with the principal in the work of instruction. The enrollment of students was now about 100, and the school held a prominent position among the educational institutions of the State. In 1880, Dr. Dickey having severed his connection with the school to engage in the practice of medicine, R. C. Dalzell, A. M., an experienced instructor and graduate of Princeton College, was appointed in his place. During the summer of 1881 Professor Birch resigned to accept the superintendency of the Wheeling public schools, and at the same time Professor Clark resigned to take a course in medicine. Soon after the board of trustees elected A. R. Whitehill, Ph. D., a graduate of Princeton College, to the vacant principalship, and he in turn appointed W. B. Lawrence to the place made vacant by the resignation of Professor Clark. Three years later Professor Dalzell resigned to engage in banking, and the vacancy was filled by the election of E. D. Haines, who for several years had been the successful principal of the Moundsville Graded Schools. At the meeting of the board of regents of the West Virginia University in June, 1885, Professor Whitehill was elected to the chair of chemistry and physics in that institution, and resigned the principalship of the Linsly Institute. J. C. Orr was chosen as his successor. Maj. J. M. Lee associated himself with Professor Orr in the management of the school, and two years later resigned to accept the superintendency of the Huntington schools. His place was filled by the election of John H. Roemer, A. B., and on the resignation of Professor Orr not long afterwards Professor Roemer was made principal. The school is at present conducted as an English, classical, and scientific school for boys and young men, and excellent facilities are offered for thorough and systematic work.

THE LANCASTERIAN SYSTEM OF TEACHING.

In connection with the foregoing history of the Linsly Institute, a brief description of the Lancastrian system of teaching may be found to be of interest. The modern system of object teaching, it is claimed, is the outgrowth of the Lancastrian system, and object teaching is now recognized as a most desirable method for improving the youthful mind. The Lancastrian system is said to have been originated about a century ago by Dr. Bell, a Scotchman, who, having charge of the education of the orphans of British soldiers in Madras, found the system so successful that he subsequently introduced it into England, from which it spread to the United States. It was formerly called the Madras system, but meeting with an enthusiastic advocate in Joseph Lancaster, the system was afterwards known as the Lancastrian.

The following graphic description of the system is from the pen of

Col. H. B. Hubbard, who was a pupil of the Linsly Institute when the Lancasterian system was in vogue:

It has been suggested to the writer, who learned his A B C's while tracing them in the sand in the sand boxes at the Lancasterian Academy, that a description of the peculiar method of teaching, as well as the cruelties inflicted in the way of punishments by the masters, would be of interest to the present generation, and stir up memories in the minds of gray-beards, all of which would not be unpleasant, though the cruel punishments to which they were subjected will mingle with the pleasant memories of others, that will bring a flush of anger to be followed by a hearty "thank God" that the day of such heartlessness has passed forever. We shall endeavor to describe the school as we see it now in memory. Though fifty years and more have thrown their shadows over some of the minor points, yet the salient ones remain fresh and distinct as when we sprang from the door with a whoop on the dismissal at noon or evening of the school.

The room was large and airy, being about 44 by 66 feet, with good height of walls, nearly one-half of which was made up of windows. An aisle 6 feet wide skirted the walls, excepting at a platform window on the eastern side, on which was the seat of as great a tyrant as ever disgraced God's earth. In front of this platform was a cross-aisle extending to the main entrance opposite. The desks and benches were arranged parallel to the shorter way of the room, and extended from aisle to aisle without any intermediate passage, the benches being filled from the ends. At close intervals blackboards 6 feet square were placed along the walls, in front of which semicircles were struck with chalk on the floor for the class to toe when called to recite.

The reading lessons, which were all from the Old Testament Scriptures, were printed and pasted on boards 14 by 18 inches in size, each board at the upper end having a hole with a string in it by which to suspend it to a nail in the blackboard. Each class had a commandant, styled a monitor, whose business it was to keep order in the class and instruct it. On one end of each desk was a telegraph with signals. These telegraphs were rods 1½ inches in diameter and 6 feet long, surmounted with a painted hexagonal block, the rods running freely in holes in the desk in which they were inserted. On the platform and on either side of the master was a monitor's desk and monitor, one of whom was styled monitor of order, the other monitor of reading. Each of the monitors was provided with a telegraphic instrument and whistle. The monitor of each class acted as a signal operator for his station and took his cue from the monitor on the platform. At a signal of the whistle for attention from the monitor, say of reading, each class monitor turned his signal to correspond to the signal shown on the platform and governed himself accordingly. If the signal was for reading, each monitor formed his class and moved to his station at the blackboard, the class toeing the chalk mark, and the monitor within the circle facing the class. At a signal from the whistle each monitor wheeled and took up a pointer or long wooden rod and placed its end on the first word of the lesson. At a second signal the head boy or girl of the class commenced to read aloud, and as every class was reading a different lesson it took pretty good lungs to mask the noise made by the adjacent classes, so as to enable the monitors to hear their own readers.

At each end of the room and forming the first row of benches were the sand boxes. These were shallow, though of convenient width, and contained enough of sand to make a layer a quarter of an inch in thickness. In front of these and above the heads of the pupils in the next row of benches and supported on posts were boards upon which were painted the letters of the alphabet, also the numerals, and these the beginners copied, making the characters with their fingers in the sand.

All studying was done at will, but mostly aloud, and to an uninterested world would have been a perfect Babel, but each soon learned to heed no voice but his own and to prosecute his studies quite as well as if no others were studying around him. The peculiar feature consisted in the advanced scholars acting as teachers, the master teaching only those advanced scholars who were not acting as teachers or monitors.

The instruments of torture were in no wise connected with the plan of teaching, but belonged to the times rather than to the system, and consisted of the cow-hide, ferrule, and cat and rattan. Refractory pupils were also required to sustain weights in the hand with the arm extended, stand on one foot, bend down and sustain the weight of the body on one foot and one hand, holding up the other foot at the same time with the other hand. To give some idea of the extent to which punishment was carried the writer will state that when a lad less than 12 years old he was struck on the palms of the hands, with his fingers bent back until the master had touched his wrist, 75 strokes with a ferrule three-eighths of an inch thick, 1½ inches wide, and 22 inches long, 25 of the strokes being laid on with all the strength of the strong man exasperated by passion, and the other 50 licks were not love taps, and he has also seen others more severely punished. Some after having been punished with the ferrule or cat were subjected to the indignity of having to wear dunce caps and bells, and march round and round the school with a following of boys with girls' sunbonnets on their heads, hooting them as they marched.

WHEELING FEMALE COLLEGE.

This institution was incorporated in 1848 under the title of Wheeling Female Seminary. According to the act of incorporation the affairs of the institution were to be managed by a board of nine trustees, who were to be elected annually, and who had power to fill vacancies caused by death or resignation. At a meeting of the trustees March 7, 1848, M. Nelson was chosen chairman; George S. Thompson, secretary, and Robert McCoy, treasurer. Several sites for a building were considered, and after due deliberation the present location was agreed upon. Eight lots were purchased, and the erection of a building was soon begun.

School was opened in November, 1850, with Rev. D. W. Telford, of Marietta, as principal. Mrs. Telford, Miss Eliza Dennison, and Miss Francis L. Harding were the assistants. The school prospered from the beginning, and during the first quarter of 1851 96 pupils were enrolled, and 114 during the second. On February 5, 1853, Rev. Mr. Telford resigned, and was succeeded by Miss Sophronia B. Thompson, who conducted the school until July, 1856. In August of that year Mrs. Sarah R. Hannah was made principal, and continued at the head until 1863.

After the civil war the institution was heavily in debt, although a good school had been taught each year, and the graduation of classes had taken place without interruption. It was determined to sell, pay the liabilities, reorganize and begin anew. A joint stock company was formed, a new charter obtained, and Wheeling Female College was organized. A board of 13 trustees was chosen, Mr. Chester D.

Hubbard being the only one who had served on the first board organized seventeen years before.

Prof. Lafayette C. Loomis, of Washington, D. C., was engaged as president, with Misses Jeannette Scott, Maria D. Halsted, and Mary Williams as assistants. Professor Loomis resigned in 1868, and was succeeded by Miss S. L. Stilson, who resigned in 1870. Rev. William H. Morton was then placed in charge, and conducted a large and flourishing school to the year 1875. He was succeeded by Miss Amanda Taylor, of Baltimore, who remained at the head of the institution fourteen years. From 1885 until 1887 Prof. James A. Brown, of Cynthiana, Ky., was president, and he was succeeded by Rev. Dr. H. R. Blaisdell, of Paris, Ky.

Thus it will be seen that for forty years the people of Wheeling supported a first-class institution of learning for their daughters. It has had many trials, but, supported by staunch friends, it continued on its way, always successful in maintaining a high standard of literary and moral culture. Two hundred and sixty young ladies were graduated, and these are found in every honorable and useful walk of life.

LEWISBURG FEMALE INSTITUTE.

The Lewisburg Academy, now the Lewisburg Female Institute, was founded about the year 1810. The records of the school are very incomplete, but the following persons served at different times as principals and teachers, viz: Rev. John McElhenney, D. D., Rev. Alex. Curry, L. G. Bell, John Spotts, Francis Dutton, Dr. R. H. Henry, N. B. Seabrook, Rev. John Steele, Albert Pearson, Miss Pearson, Thomas Brown with two assistants, R. T. W. Duke with his two sisters, Rev. P. M. Custin, Rev. I. C. Bun, Walter C. Preston.

The school was probably the most popular and prosperous under the administrations of Rev. John McElhenney and Rev. Thomas Brown. These teachers, in consequence of their established reputations as educators, were able to draw large numbers of students from the neighborhood of the school as well as from a distance. Young men were in attendance from time to time who afterwards became noted in the various professions.

The academy with its beautiful lot was, in the year 1876, by its acting board of trustees, deeded to the corporation known as the Lewisburg Female Institute. The same year a handsome three-story brick building was added. The school has since been controlled by said corporation and conducted by the following principals, viz, Mrs. Tipping, three years; Rev. D. B. Ewing, D. D., three years; Rev. M. L. Lacy, D. D., five years.

In 1887 the present principal, Mr. C. E. Young, was placed in charge, and he is assisted by competent teachers in the literary, musical, and art departments. Professor Young was formerly a distinguished stu-

dent of the University of Virginia, then principal of a classical school at Staunton, Va., and afterwards for more than ten years principal of the Garth Female Institute at Paris, Ky. Under his management the Female Institute of Lewisburg is in a flourishing condition, the number of pupils has been increased, and the course of study has been extended. The school system is in vogue in the institution, and diplomas are awarded separately to the graduates in each department.

Lewisburg, the site of the school, is in Greenbrier County, 9 miles from the White Sulphur Springs, and is in one of the most beautiful and healthful sections of the State. The institution is located on the outskirts of the town and has a building well adapted to educational purposes.

SHELTON COLLEGE.

This school is located at St. Albans, in Kanawha County. It was established in 1872 under the name of Coalsmouth High School. In 1878 it was incorporated under the name of Shelton College. It was owned and controlled by the Baptist denomination of the State until 1883. It then fell into the hands of a joint stock company, of which it is now the property.

The property of the institution consists of 5 acres of land and a three-story brick building, containing lecture-rooms and rooms for students, and was formerly valued at \$12,000. The effort made in 1873 and years following to endow the school failed, principally on account of the financial distress of the period. The school continued its sessions until 1883 under the auspices of the Baptists of the State, but students belonging to other denominations were also in attendance. Since that time it has been maintained by private effort. The number of students has never been large, but good work was done for several years, and many of its students are now filling important positions in West Virginia as well as in other States.

Though the institution was incorporated as a college and the intention was to make it the leading college of the southern end of the State, it never attained a higher grade than that of a good academy. Prof. P. B. Reynolds, now of the State University, had charge of it as principal until it ceased to be the property of the Baptist denomination. Since that time it has been managed by different persons. In 1885 Rev. Baylus Cade was the principal, and he was succeeded a year later by W. G. Miller, who is still at the head of the institution. During 1887 52 students were in attendance, and this number increased to 70 during 1888. The number for 1889 was still greater. The principal has two assistants, and both male and female pupils are admitted. In addition to the regular English and classical courses of the higher schools, a course in music and a special normal course are given during the last term of the session. The institution is now free from debt, is well managed, and is steadily growing in popular favor.

STEPHENSON FEMALE SEMINARY.

This institution is located at Charlestown, in Jefferson County. It was established about nine years ago, and was located on Mount Parvo, an eminence on the western side of the town. After a successful course of two years in this location, a building was erected for the purposes of the school on a lot bequeathed for this purpose by John Stephenson, and in honor of him the name was changed from Mount Parvo Institute to Stephenson Female Seminary. The building is of brick, three stories high, and is well adapted to the wants of the institution. The various rooms are comfortable and attractive, and are capable of accommodating about 80 pupils. This building is owned by a joint stock company, and is rented by the principal.

The school has no endowment and depends upon the tuition fees for support. It is not denominational in the sense of being under ecclesiastical control, or of being patronized chiefly by one denomination. The principal, however, must in accordance with the terms of the bequest of the lot be connected with the Presbyterian Church. In establishing the school it was the design of its promoters to furnish a Christian school of high character which would furnish to its pupils every possible advantage.

The first year the number of pupils was about 30. This number has grown greater with each succeeding year, and during the session of 1888-89 76 were enrolled.

Rev. C. N. Campbell is the principal of the school, and in the various departments he is assisted by eight competent instructors. There are three departments of study, the primary, intermediate, and senior, and each department is subdivided into as many classes as are desirable. Courses of study are arranged in mathematics, belles lettres, science, art, language, and philosophy, and each course occupies for its completeness as much time as its relative importance demands. A diploma is given at graduation, which indicates the satisfactory completion of all of the courses. As in most female seminaries instruction in music and art is well provided for, and that persevering and careful practice is insisted upon, without which, in these branches, there can be no satisfactory progress. The institution is now enjoying a full measure of prosperity.

GREENBRIER SEMINARY.

Alderson, the site of the above-named school, is situated in Greenbrier and Monroe counties, on the line of the Chesapeake and Ohio Railway. It was long regarded as a suitable location for a school of high grade, and efforts were made at different times to establish such an institution. Rev. H. R. Laird, of the Presbyterian denomination, Rev. Mr. Hawkins, of the Methodist, and Rev. B. Cade, of the Baptist, made successive efforts toward the establishment of a school in

the town, but after laboring for a time, the work was reluctantly abandoned.

In the spring of 1885, Prof. B. E. Goode determined to make another trial in a different location, and having erected a building in North Alderson, in Greenbrier County, in September of the above-named year, a school for both sexes was opened. Professor Goode had been educated at Hampden Sidney College and at Union Theological Seminary, and was thoroughly qualified for the work he had undertaken. Under his careful management the enterprise was a success from the beginning, and soon won the patronage and confidence of the community.

The first year the faculty included Miss H. G. Gouldman, lady principal and assistant in the literary department; Miss Lena Deepkin, instructor in music, and Miss Lou Foster, instructor in art. These instructors were proficient in their several departments, and the school opened under favorable auspices. During the first four sessions the average number of pupils in attendance was about 50, but during the session of 1890 an intellectual awakening in the community seems to have occurred, and the number of students was largely increased. During the first five months of the year 76 pupils entered the school.

The course of study embraces two departments, the collegiate and preparatory. To graduate, the student must be well versed in the usual seminary course, and must be of good moral character. The present faculty consists of five instructors, Prof. B. E. Goode being the principal. To meet the demands of the boarding department the building has recently been enlarged by the addition of 12 rooms. An application has recently been made for a charter, under which the scope of the work will be extended.

PRIVATE SCHOOLS IN WHEELING.

In addition to the private schools in Wheeling, which have been described elsewhere in this work, a number of others have been from time to time successfully conducted. In the year 1859 Messrs. Willis and Henry Harding conducted a school for young men in the old Athenæum building. In this school the branches which are now taught in the high schools were taught, and the attendance was usually about 60. The school was organized about 1856, and was discontinued at the beginning of the civil war.

Miss J. B. Wilson taught for a number of years a school in which many of the children of the best families of Wheeling were educated. She usually had an assistant teacher, who taught the common branches, and also one who taught music and painting. In 1883, in order to engage in business, Miss Wilson sold her interest in the school to Mrs. Wood, who remained in charge until 1886, when she was succeeded by Miss Annie S. Paran. This lady has been very

successful in the management of the school, and has more than doubled the attendance. The school is a boarding and day school, and the last catalogue shows an enrollment of 86. In addition to the principal there are ten assistant teachers. The course of study is included under four heads—juvenile, preparatory, intermediate, and collegiate. To be entitled to a diploma as a full graduate the pupil must pass a satisfactory examination in the English course, the Latin course, and one modern language.

The North Main Street school for boys and girls was established in September, 1889, by Miss M. B. Hart, and since then has been successfully conducted.

WHEELING BUSINESS COLLEGES.

By reference to the files of the Wheeling Intelligencer the following facts in reference to business college work in Wheeling have been ascertained:

P. Duff, in September, 1855, established a branch school, but continued it only a year or two. In February, 1860, David Lee opened in Union Hall "Lee's Commercial College," but it seems to have been an unsuccessful experiment, for after the first announcement there is nothing recorded. I. I. Hitchcock opened a commercial school on September 27, 1862, and called it the Wheeling Business School. The name was afterwards changed to the West Virginia Business College. In July, 1865, W. Pryor became the proprietor, but continued the school only a short time. In connection with the Catholic Academy, in September, 1865, St. Vincent's Classical and Mercantile College was established and conducted with moderate success for three or four years.

In January, 1866, James A. Mitchell and Joseph Creasey established in the rooms lately occupied by W. Pryor the Wheeling Commercial College, but in July Mr. Creasey became the sole proprietor. In September, 1867, Mr. Blakely was taken in as associate proprietor, an actual business department was added, and the name was changed to Wheeling Actual Business College.

Another school, called the National Business College, was opened August 1, 1867, in Union Hall, by Hitchcock and Dow. The Wheeling Actual and National Business colleges continued perhaps for two years. In the year 1869 or 1870 Samuel I. McCoy either purchased one of the above-named schools or opened a new one, and is said to have conducted it until the spring of 1872. The following June W. W. Martin established a school, and on the 1st of May, 1873, sold one-half interest to Prof. J. M. Frasher. With the latter gentleman's connection with this school a new era in business education in Wheeling may be said to have begun, and a permanent institution was soon established.

When Professor Frasher first assumed the management of the

school, the yearly attendance was about 60 students, and with the aid of one other teacher he taught them bookkeeping, correspondence, writing, arithmetic, and spelling. A few years later other English branches and commercial law were added to the course. In 1876 the college was moved from the limited quarters it had previously occupied in McLain's block to the new and commodious People's Bank building, corner Main and Twelfth streets, occupying the whole upper story, with all modern conveniences, including additional new furniture and fixtures. A complete actual business department was then established, thus giving commercial students the advantage of practice in banking and office work. There was a marked increase in the attendance and the faculty was proportionately increased.

During the winter of 1877-78 there was given by prominent men of the city a course of free lectures which tended greatly to popularize the school. In 1882, to supply a demand for instruction in more of the common English branches and for thorough preparation for those who were not qualified to enter the commercial department, a school of English was established.

In 1883, in order to keep the reputation of the college at the front, an entirely new bookkeeping and actual business course was adopted. In the fall of the same year a shorthand and typewriting department was established, including all the necessary facilities for giving a complete amanuensis or reportorial course.

Since that time there has been a steady increase and for the last two years a marked increase in the attendance, the enrollment for each year being over 300 students. The unprecedented prosperity of the institution is accounted for only by its superior facilities, the completeness of its courses, the popularity of the faculty, and the masterly management of Professor Frasher. The rooms now occupied are entirely too small for the accommodation of the students, and steps are being taken to secure more commodious quarters.

Prof. J. M. Frasher, the principal of the college, is a native of Fayette County, Pa. He was born near Uniontown, in that State, January 14, 1835, was brought up on a farm, and at the age of 21 entered Madison College in eastern Ohio, and later commenced a career of teaching which he has followed for a period of over thirty years. During this time he has taught in schools of all grades situated in various States of the Union.

Having become noted as a penman, in 1865 he turned his attention to teaching in business colleges, and has taught in Indianapolis, Ind., Columbus, Ohio, Springfield, Mass., Zanesville, Ohio, and Troy, N. Y. From the last-named place, after spending four years with the Bryant and Stratton College of that city, in 1873 he moved to Wheeling, where he assumed the responsibility of associate proprietor of what was then called the National Business College. At the end of two years he became sole proprietor, and through his untiring efforts has



WHEELING BUSINESS COLLEGE.

built up a large and successful school. The *Penman's Gazette* of December, 1886, speaking of him as a penman, says: "Professor Frasher is one of the 'wheel horses' of the profession, and has well earned all the reputation and prosperity he enjoys. He is one of the men who have made their impress on the penmanship of the times, and he is noted for the excellent results obtained from his work, yet a man whose modesty impels him to avoid rather than seek notoriety."

ADDITIONAL PRIVATE SCHOOLS.

In addition to the private schools already mentioned, others have from time to time been established in the State. From some of these which are still in existence no reports have been received, while the records of others are fragmentary and incomplete. The *Charlestown Male Academy*, of which Edmund R. Taylor is the present principal, was first opened for students in 1795, and a charter was obtained two years later. The school is now conducted as a classical academy, and during the year 1886-87 had 2 instructors and 43 pupils.

The *Seguin Collegiate Institute* was opened in Wheeling in 1868, with Miss Pauline H. Seguin as principal. The school has had a successful existence, and three years ago the total number of pupils was 70.

The *Parkersburg Seminary* was established in 1872, although a charter was not obtained until 1883. The school is nonsectarian, and is in charge of Mrs. H. L. Field.

Miss Annie M. Ruffner opened a school in Charleston in September, 1878, and she has remained at the head of the institution until the present. She has been assisted by some of the best teachers of the State, but the number of pupils at no time has been large.

CHARLESTOWN ACADEMY.

This institution, now nearly one hundred years old, was established, as its original constitution states, "to encourage learning and diffuse knowledge, which are the ornaments and safeguard of liberty, and therefore most worthy the attention and patronage of a free and enlightened people."

The town in which the academy is situated was founded in 1786 by General Washington's brother Charles and bears his name. The town hall is still called "The Charles Washington Hall." The county was at that time Berkeley, from which Jefferson was taken in 1801. The State was then Virginia.

The constitution says:

It is therefore proposed to erect a seminary of learning in Charlestown (Berkeley County) in which the Latin and Greek languages are to be taught, and in case of sufficient encouragement the French, likewise the English, in all its branches; geography, astronomy, criticism, natural and moral philosophy, and all the different branches of the mathematics, etc.

The money to be raised by subscription or donation. When a sufficiency of money shall be raised, the subscribers on a day appointed shall meet and choose 12 trustees, who are to hold their office during good behavior, and to elect others in case of death or removal. These gentlemen are to superintend the buildings, choose their president (or principal), attend to the examination of the students, and be in every instance the patrons and guardians of the institution.

Therefore, to carry this desirable and laudable plan into effect, we, the subscribers, do oblige ourselves, our heirs, executors, or administrators, to pay unto the board of trustees hereafter to be chosen the sums annexed to our several names, one half of which is to be paid on or before the first day of October next ensuing the date hereof, the other half to be paid by the first day of April, one thousand seven hundred and ninety-six.

Witness our hands and sums the twenty-seventh day of January, one thousand seven hundred and ninety-five.

Then followed the names of the original subscribers. The late Governor Thomas Brown, of Florida, who was a pupil at the academy in 1799, uses the following language in his autobiography:

The institution was gotten up and patronized by the best men in the town and neighborhood. The board of trustees consisted of twelve gentlemen, among whom were George Steptoe Washington, Samuel Washington, and Lawrence A. Washington.

In at least one family, still represented in the county, five generations have been connected with the academy as subscribers, trustees, and scholars. In 1799 the son of Tobias Lear (General Washington's private secretary) was a pupil at this academy.

The institution has always been patronized by the best people in the surrounding country, and has been generally successful. The clergy have as usual been largely represented among the trustees and principals. Of them the following may be mentioned: Rev. John Mines, Presbyterian; Rev. Alexander Jones, Episcopalian; Rev. Mr. North, Presbyterian; Rev. Chas. Ambler, Episcopalian.

The lot on which the academy has stood for nearly a century was presented by Mr. Samuel Washington.

The original building cost £550, or about \$2,750, was of two stories, and stood near the southern edge of the lot. It contained two large rooms in each story, and was sometimes attended by girls as well as boys. For many years the lower story was fitted up for purposes of examination, declamation, the representation of plays, etc. This building was replaced in 1847 by another of one story, consisting of a single large room, and to this an addition was made in 1877, which is the existing building.

The original trustees were Philip Pendleton, Thomas Rutherford, sr., Christopher Collins, George Hite, Edward Tiffin, George North, Thomas Griggs, Gabriel Nourse, George Washington, Ferdinando Fairfax, Alexander White, W. Hill.

The trustees in the year 1889 were H. B. Davenport, Hon. W. L. Wilson, Joseph Troupell, D. Howell, B. C. Washington, Judge T. C.

Green (deceased), John Burns, Col. William P. Craighill, U. S. A., Cleon Moore, R. A. Alexander, F. J. Manning, G. H. Turner.

Among the original subscribers appear the well-known names of Washington, Fairfax, Whiting, Tobias Lear, Hite, Hammond, Rutherford, Davenport, Briscoe, Frame, Tate, Slaughter, Darke, Pendleton, Paekitt, Cooke, Keyes, Mason, Griggs, Strother, Hunter, Burns, Lee, Craighill, Crane, Conrad, Turner, Baylor, McSherry.

Elaborate rules and regulations were adopted in 1798, of which the several chapters treat respectively of the seminary; the trustees, their officers, and accounts; the teachers; the students; discipline.

The academy is now conducted by Edmund R. Taylor, assisted by his brother, Jefferson R. Taylor. The course of study includes the English branches, mathematics, ancient and modern languages, mental and physical science, and bookkeeping. The principal is a graduate of the University of Virginia and has had several years' successful experience as a teacher. At the date of the publication of the last catalogue 56 students were in attendance at the academy.

Chapter VIII.

CATHOLIC EDUCATION IN WEST VIRGINIA.

THE FIRST CATHOLIC SCHOOL.

The first school organized under distinctively Catholic auspices was opened about the year 1846, and owed its origin to the loyalty of German people to the language and customs of the Fatherland. The German Catholics of Wheeling wishing to secure for their children a solid, though limited, education like that which they had themselves received at home, and thinking the preservation of the mother tongue would also tend to the preservation of the Catholic faith, upon the advice of a Redemptorist missionary who visited them once a month from Pittsburg, engaged a German teacher, who started the first distinctively Catholic school in a building which stood east of the Ohio county jail on Eoff street, and which has for many years been incorporated in the furniture factory of Mendel & Co.

The name of the first teacher was Anton Becker. The instruction which he imparted was confined to reading, writing, the elements of arithmetic, catechism, and Bible history in the German language, and English spelling, reading, and writing for the more advanced scholars. After his death, which occurred about the year 1849, the school was continued by Anton Klein, an Alsatian, who spoke French and gave lessons in that language. Upon his resignation the school was continued by Spirot, a converted Jew.

ST. VINCENT'S CATHEDRAL SCHOOL.

Meanwhile the building of St. Joseph's Cathedral was going on, and as soon as the basement was ready for occupancy the first English Catholic school was opened in it, about the year 1850. This school soon became one of the most flourishing that has existed in Wheeling, and was patronized by non-Catholics as freely as by Catholics. Many of the most prominent business men of that city and (like Col. W. P. Thompson) of other cities received their early instruction from its teachers. At times it numbered as many as 300 pupils.

The course of study included the branches of an ordinary education, as then understood, together with English grammar and composition, history, elocution, higher mathematics, German, Latin, and Greek

The first teachers employed by Bishop Whelan to carry on this school were young students from All Hallows, in Ireland, who were candidates for the priesthood. They studied theology under the bishop and alternated their lessons with classes in the school. Several among them had brilliant talents, and they proved their fitness for their duty by the success which crowned their efforts in behalf of the youths confided to them. The first principal was the Rev. John Brazill, subsequently vicar-general of the diocese of Dubuque, Iowa. He was succeeded by the Rev. Henry F. Parke, now chaplain of Mount De Chantal. After him Mr. James A. Darnit took charge, and upon his retiring into the novitiate of the Dominicans at Somerset, Ohio, Rev. Henry Malone became principal. This gentleman added a commercial course to the other studies, he having been an experienced bookkeeper in Howard County, Md., before entering the ministry.

St. Vincent's Cathedral School was suspended in the summer of 1857. Bishop Whelan in that year was obliged to go to Europe on business of the diocese. His brother, Rev. David Whelan, to whom the administration was confided during the bishop's absence, felt unwilling to take upon himself the charge of the young clerics who conducted the school. They were, therefore, sent to different seminaries and the school was virtually suspended until it was revived in 1865, under the title of St. Vincent's College.

ST. VINCENT'S COLLEGE.

This institution was opened in November, 1865, the first faculty being Rev. Auguste Lonage, Rev. Joseph W. Stenger, Mr. Otto Schuurrer, and Mr. Charles O'Rourke. Like St. Vincent's Cathedral School, the new college soon gained patronage which came not from the city alone, but from other parts of the State and from outside of the State. Among the scholars from its walls who have since become prominent within the State are Senator John E. Kenna, Col. John T. McGraw, Oscar A. Veazey, late State mine inspector; Dr. John Campbell, of Wheeling; Dr. Kelley, of Parkersburg; Ferdinand Swan, of Charleston, and Lewis Steenrod, sheriff of Ohio County. There are also several members of the Catholic clergy of West Virginia, who completed their preparatory studies in St. Vincent's College. The course of study comprised a classical or commercial education, or both as desired, with music and drawing in addition.

Considering what was done in this institution under many disadvantages, it is a subject for regret that its existence did not extend beyond a period of six years. But the difficulty of maintaining a faculty of professors in a diocese in which there was a post calling every priest for the purposes of the ministry, and the fact that lay professors could not be had at the moderate salaries the institution was able to give, made the continuation of St. Vincent's College impossible. Accordingly, its doors were closed about the year 1872,

Since its day Catholic boys who wished to acquire a higher than the common-school education have sought it in the colleges of other States.

THE SCHOOLS OF THE SISTERS OF ST. JOSEPH.

After the closing of St. Vincent's College, the Catholic schools of Wheeling, both for boys and girls, were intrusted to the religious ladies of the order of St. Joseph, who, since 1865, have been occupying the former monastery of the Visitation order, on the corner of Fourteenth and Eoff streets. They have schools at four different places in the city and teach upward of 1,000 pupils. They also conduct an academy for young ladies, in which about 113 young misses are trained in the accomplishments usually imparted in higher female schools.

MOUNT DE CHANTAL.

Before passing from the Catholic educational institutions of Wheeling to those which have been built up in other parts of the State, an especial notice must be made of Mount De Chantal, an institution which has secured for itself a favorable reputation throughout the United States.

The institution which is now known as Mount De Chantal was founded in 1848 by Right Rev. B. V. Whelan, and opened in the former residence of Mr. Henry P. Moore. A few years later it was incorporated under the title of "Wheeling Female Academy in charge of the sisters of the Visitation, B. V. M." In conjunction with their academy, the sisters of the Visitation also carried on a large day school in the southern half of the basement of the cathedral. Here many of the Catholic mothers in Wheeling received their education.

In consequence of the rapidly increasing number of pupils, attracted especially by the talents of the gifted sister, Mary Agnes Gubert, who had charge of the music, it became necessary to provide more spacious buildings. In 1865 the academy was removed 2 miles beyond the city limits to its present beautiful site. The buildings were designed by Bartherger, one of Pittsburg's best architects, and erected under the supervision of Bishop Whelan. They stand on an eminence from which is had a view of a pleasant valley, skirted by hills and passed through in sinuous course by Wheeling Creek. The buildings are provided with all modern improvements necessary for the health, convenience, and progress of the pupils. There is a library of 6,000 volumes.

The course of study pursued at Mount De Chantal is wide and thorough. The classes of the intellectual branches are in the charge of ladies who have devoted years of study to them, and have had an equally extensive practice in imparting them to their scholars. But



MONT DE CHANTAL, NEAR WHEELING—THE ENTRANCE.

How

as is usually the case in female schools, the accomplishments taught have given Mount De Chantal a wider and higher reputation than the intellectual branches. The notes of a well-cultivated voice make a quicker and, perhaps, a more lasting impression on the public at large than the culture of a mind and the cunning of a tongue. Mount De Chantal has been regarded for a number of years as a superior school in the department of vocal and instrumental music. Vocal culture, inaugurated by Sister Mary Agnes, has been reduced to so perfect a system that in many instances beautiful voices have been developed from organs that seemed hopelessly incapable of producing any but indifferent sounds.

The instrumental department, at present in the charge of Sister Mary Angela McHenry, is not behind the vocal in the perfection of its method. The instruments taught in this department are the piano, harp, and violin. Since the introduction of the latter instrument at Mount De Chantal great success has been noted at the commencements of the institution. Another new feature, which, however, does not belong to the department of music, is the monthly periodical published by the pupils, entitled *The Mount*. Its pages are filled with matter mostly written by themselves and former pupils.

CATHOLIC EDUCATION IN PARKERSBURG.

The principal Catholic school of Parkersburg is the Academy of the Visitation, with which the parochial female school is now connected. This institution was opened in 1863 by a community of Visitation nuns from the houses of Georgetown and Frederick, Md. The first directress was Sister Baptista Linton, the authoress of the system of historical charts published by Appleton & Co., of New York. The institution has had great success, as was evidenced two years ago, when, at its silver jubilee celebration, elegant ladies from many places within the State and from abroad were gathered to participate in the rejoicings of their alma mater. And the best proof that their training had been thorough was that after years these ladies were still as able to take a part in the exercises of the occasion as if they had but recently been engaged in them.

The course of study comprises the branches of a polite education, besides which music, drawing, and painting are taught. The number of pupils, including the misses of the parish school, is 125.

There has also been in Parkersburg since 1862, or perhaps earlier, a school for boys. The career of this school has been desultory, having had to depend upon the services of such lay teachers as could be secured for a small salary. But this school also has had periods of special excellence. It was once in charge of Mr. Richard Burke, a gentleman of fine attainments, subsequently editor of the *Border Watchman*. For several years also it was in charge of Miss Hartford, an accomplished instructress.

ST. AUGUSTINE'S SCHOOL, AT GRAFTON.

This school owes its beginning to the Rev. Henry Malone, already mentioned as one of the principals of St. Vincent's Cathedral School, Wheeling. This gentleman, upon succeeding the Rev. James Cunningham in the pastorate of Grafton, in 1858, built a schoolhouse where now the parochial residence stands and opened a school in it with Mr. James Bell as teacher. In September, 1862, during the temporary absence of the pastor, Rev. Joseph W. Stenger made a change in the management of the school which in a short time occasioned an increase in the number of scholars from 25 to 95. A new teacher was appointed in the person of Mr. Denis O'Keefe, now a member of the Ohio County bar, with whom was soon associated Miss Sarah Campbell, now a member of the corps of teachers of Mount de Chantal, to instruct the girls. Upon the return of the pastor, in 1865, another change of teachers was made, till finally, in September, 1870, the school was given over to a community of the Sisters of St. Joseph, in whose charge it is at present. This is a mixed school of boys and girls, but in separate class rooms. The course of study consists of the ordinary branches.

ST. MARY'S ACADEMY, AT CHARLESTON.

The next institution in the order of time is the Academy of Charleston. This institution was opened in January, 1867, by Mrs. Mary C. Monroe, of Abingdon, Va., and Miss Margaret Walsh, now Mrs. John Kelly, of Bellaire, Ohio. The building in which the school was started had been the residence of Dr. Dunbar, son of Judge Matthew Dunbar, once a distinguished member of the Kanawha County bar. Miss Walsh occupied her position for one session only, and was succeeded by Mrs. Mary Dodge, also of Bellaire, Ohio. Mrs. Monroe's health having failed, in the summer of 1868, the school was closed, but was reopened in December, 1870, by a community of Sisters of St. Joseph, under the superiorship of Sister Mary Vincent, who, with an interval of six years, has ever since held the position.

St. Mary's Academy was much enlarged in 1872 by the building of the commodious house which now stands on the corner of Broad and Quarrier streets. The plan of this institution is a combination of an academy for the higher education of young ladies with the parochial school, similar to the institution of the visitation nuns at Parkersburg, with the difference that in Charleston there is a department for boys. The school has from its beginning enjoyed a liberal patronage from among non-Catholic scholars.

The music department has been thorough both as to voice culture and instrumental performance; and it is up to the present appreciated by parents who wish to have their daughters taught music. The number of scholars usually reaches from 75 to 90, of whom a small number are boarders.



MONT DE CHANTAL, NEAR WHEELING—SCENE FROM THE PLAYGROUNDS.

ST. JOSEPH'S ACADEMY AT CLARKSBURG.

A short time previous to September, 1872, the elegant residence of Mr. William Jackson, standing on the left side of the road leading from the railroad station to the town of Clarksburg, had been purchased by Bishop Whelan; and in the month indicated it was occupied by a community of Sisters of St. Joseph. Their academy was for a while kept separate from the parochial school, which for some years had been kept by Miss Mary White, of Allegheny County, Va. But in the course of a few years the Sisters took charge of the parish school, also, which now principally occupies their attention. For a while the academy enjoyed a good degree of patronage, but the springing up of other schools has caused it to be considerably diminished during the past four or five years. The number of pupils in the parish school in 1889 was upwards of 60.

SCHOOLS OF BENWOOD, ST. JOSEPHS, HUNTINGTON, COALBURG, AND COAL VALLEY.

Besides the above more pretentious institutions there are schools at Benwood, St. Josephs Settlement in Marshall County, Huntington, Coalsburg, and Coal Valley. These are parochial schools. The one at Benwood was commenced in September, 1881, by a colony of Sisters of St. Joseph. It counts at present 130 pupils. The beginning of the school at St. Josephs Settlement is unknown to the writer; it has probably been in existence thirty years. Lay teachers have charge of it.

Rev. Thomas Quirk, now pastor of Sandfork, Lewis County, started the school at Huntington and taught it himself from 1873 to 1884, when he was succeeded in the pastorate of Huntington by Rev. John W. Werninger, who, imitating the zeal of his predecessor, has been since teaching with good results. As may be expected, the teaching in this school has been thorough, though confined to the common branches, both gentlemen being experienced educators. The schools of Coalburg and Coal Valley, Kanawha County, were opened in 1880, with Miss Monica Callaghan as teacher at Coalburg, and Miss Margaret Hughes at Coal Valley. For want of schoolhouses they were carried on in the churches of these localities. There is now a comfortable schoolroom at each place.

Chapter IX.

OLD-TIME SCHOOLS.

BROOKE ACADEMY.

This was one of the earliest schools in existence in the territory now included in West Virginia. The deed conveying the ground upon which the building was located was dated April 24, 1778. Charles Wells, Moses Chapline, Thomas Thompson, J. Doddridge, Bazal Wells, John Connell, James Marshall, Phillip Doddridge, and William McKennan formed the board of trustees when the academy was incorporated in 1799. The school continued with varied success until the year 1848, when the old building was torn down and a new one erected. In 1852 the property passed into the possession of the Meade Collegiate Institute, and Rev. Samuel Tompkins, a minister of the Episcopal Church, took charge of the school.

The institute not proving successful the building was for several years used by W. H. Martin for a select school. About 1859, George W. Russell opened a school and continued it for several years. In 1862 the property reverted to the trustees of Brooke Academy, and in 1865 the same was sold to Thomas Everett, who converted the school building into a dwelling. The house in 1889 was owned and occupied by Mrs. William Frank.

WELLSBURG FEMALE SEMINARY.

The Methodist Church established a seminary in Wellsburg in 1852. Agents were sent out, and the institution was promised liberal support. One wing of a very substantial building was erected. Rev. Samuel Nisbit was made principal, and several young ladies in due time were graduated. The war coming on, the school was discontinued, and the building was for a time used for public-school purposes.

MONONGALIA ACADEMY.

About the middle of the present century Bethany College and Monongalia Academy were the leading educational institutions in western Virginia. The latter did not aspire to the dignity of a college, but it was an academy of a very high grade, and in its curriculum were included these branches which were deemed essential to

complete education. The interest on its endowment fund and the fees paid by its students gave it sufficient funds for the employment of an able faculty, and a high standard of scholarship was in consequence maintained.

The institution was incorporated in 1814, by the Virginia legislature, and as a contribution to its support one-sixth of the fees received by the county surveyor of Monongalia were paid into its treasury. Soon after its incorporation a building was begun, and was completed in about two years. This building was a long one-story brick, containing two rooms, the older pupils occupying one of these rooms and the younger pupils the other. During the first fourteen years only meager records of the school were preserved, but the names Campbell, Woodrow, Glisson, Marshall, Vanzant, Fairchild, Henry, Moss, Martin, Thompson, and Russ appear in the list of principals and teachers.

In 1828, the school having increased in size and importance, a new building was deemed necessary for the accommodation of the pupils, and two lots on Spruce street, in Morgantown, having been purchased, the work of construction was soon begun. This building was also of brick, was two stories in height, and in 1831 was completed. While the work was being continued the trustees of the academy were authorized by the legislature to raise \$20,000 by lottery for the endowment fund, and the drawings being continued for several years a considerable sum of money in this manner was raised.

During the twenty years following the erection of the new building, Jonathan Paddock, Thomas Martin, P. S. Ruter, and Rev. Silas Billings acted as principals, and they were assisted by a number of experienced instructors. The school, however, had not yet attained that high development which its friends had desired, and in 1850 an attempt was made to merge it into a college. This attempt, however, was unsuccessful, as the school was not yet ready to instruct in all the branches usually taught in the college, but measures were soon taken to extend the course of study and elevate the standard of scholarship.

In 1852 Rev. J. R. Moore was placed in charge and a new era in the life of the school was then begun. Morgantown soon became distinguished as an educational center and, although many miles from a railroad, students flocked in from other States and soon additional instructors were found necessary. The principal was yet a young man, but he had graduated at Washington College five years before, had taught two years in the Linsly Institute in Wheeling, and had afterwards spent three years at Princeton Theological Seminary. Being prevented from preaching by an affection of the throat and lungs, he entered enthusiastically into the profession of the teacher. Calling to his assistance from time to time some of the best-known instructors in the State, among whom may be mentioned Prof. A. W. Lorentz, now of the West Virginia University, and Dr. Henry Woods,

of Washington and Jefferson College, a course of study was laid down and a standard of scholarship was adhered to, which soon gave the school a wide reputation, and during one year 176 students, representing 14 States, were in attendance.

In an address delivered in 1865 by Rev. H. W. Biggs Mr. Moore's labors at this time were alluded to as follows:

There was a sphere for him in which he could be abundantly useful. Providence directed his steps to that profession in which we unhesitatingly say he had few equals and no superior. Believing that next to the ministry he could best serve God as a teacher, he devoted himself to that work. The academy had been established by State patronage with funds to make it a first-class institution. It had never risen above the rank of a good common school. In 1852 he was elected principal and determined, God helping him, to realize the hopes of its founders. Of his success we are all witnesses to-day. He seemed at once to infuse his own spirit and energy into all connected with it, until from a common school it rose to the rank of the best academy in the West. Its pupils were multiplied and its fame spread abroad, and from all parts of the land young men gathered to it, and the standard of scholarship was raised and the course of study extended.

He allowed no youth to pass from under his care without, to a greater or less extent, receiving the impress of his own mind and energy. It was as a teacher that he excelled. God had a wise purpose in debarring him from the pulpit. His was the happy faculty of developing all the mental power of the youth. The dullest and most stupid caught the inspiration and vied with others for the honors of the school and the commendation of their teacher. Treating his pupils as men, appealing to their sense of honor, he made them self-reliant and independent thinkers. Firm in the enforcement of the rules of the school, and in the exercise of the discipline, he could yet unbend in the playground and mingle in the sports of the youth, without losing their respect and reverence.

Mr. Moore remained at the head of the school until 1864. During the greater part of this time his chief assistant was professor A. W. Lorentz, and to that gentleman's wise judgment and careful teaching much of the success of the institution was due. Though younger than Mr. Moore he possessed that tact and energy so essential to the successful teacher, and at the time of the former's death was the acting principal. In consequence of his successful experience in the academy, thirteen years later he was made the principal of the preparatory department in the State University, and this position he still fills with marked ability. Dr. John W. Scott, afterwards vice-president of the university was the last principal of the academy, and remained in charge until the property was donated to the State on the condition that the State University would be located at Morgantown. This was done in 1867, and the career of this successful school was ended, in order that a larger institution, to be supported both by the State and General Government might be established.

NORTHWEST VIRGINIA ACADEMY.

This school was located at Clarksburg, and was opened about the year 1844. Rev. Gordon Battelle was the first principal, and he was succeeded by Rev. Alexander Martin, who was afterwards president

of the West Virginia University. In 1846 Dr. Martin went to Kingwood, in Preston County, to teach in the academy which had been recently established in that place. After having remained there six months he went to Clarksburg and accepted the position of assistant principal in the then flourishing Northwest Academy. When the West Virginia conference of the Methodist Episcopal Church was formed in 1848, he resigned his place in the school, and, having been stationed at Charleston for one full term as a minister, returned to Clarksburg and was made principal of the academy. Here he remained for over ten years, and the school prospered under his management. The higher mathematics and Latin and Greek were taught in addition to the English branches, and many of the pupils afterwards became prominent in the history of the State. At this time the Monongalia Academy at Morgantown, under the management of Rev. J. R. Moore, was doing excellent work, and there was a generous rivalry between these schools which were located in the same section of the State. Dr. Martin was called to the Fourth Street Church, Wheeling, and his successor as principal of the academy was Mr. Calhoun. During the war the attendance decreased, and after the establishment of the free-school system, the academy was merged into a public school.

Hon. F. H. Pierpont, West Virginia's war governor, taught in the Randolph Academy, in Clarksburg, in 1839-40. The building was then an old one, and was not well adapted for school work. The course of study included the primary as well as the more advanced branches, and the instruction was thorough. The teacher afterwards became one of the best known men in the State, and at the present time, at the age of 80, takes great pleasure in recalling the list of his pupils in the old-time academy, and in tracing their careers during the more than fifty years which have since intervened.

WOODBURN FEMALE SEMINARY.

The new building of the West Virginia University stands upon the site formerly occupied by the Woodburn Female Seminary. This seminary had an existence of only eight years, but it was a remarkably successful school, and both teachers and pupils were noted for their careful and thorough work. The object of the institution is given in the words of Rev. J. R. Moore, who was its principal during the most prosperous years of its existence, and who in 1862 wrote as follows:

This institution was founded by a company of gentlemen of commendable liberality for the purpose of furnishing to northwestern Virginia a permanent female school of high order, such as may meet the wants of the public in securing to young ladies a thorough, elevated, and refined education, and one which will qualify them not only for usefulness in all the domestic and private relations of life, but prepare them, if needs be, for advancing the cause of learning and Christianity, and render them supporting and independent in some degree by fitting them for the profession a Christian woman so adorns—that of the teacher.

To this end the residence and grounds of Mrs. Thomas P. Ray were purchased, a large building erected in addition to the already commodious edifice, and a school opened on the first Wednesday in May, 1858. Such has been the encouragement that it was found necessary to add still another building. And now the institution is complete in itself, with a large and elegant school hall, airy and convenient chambers, most of which are arranged for the accommodation of but two pupils, and the health of the pupil will at times be regarded as first in importance and provided for in our arrangements.

The school was incorporated January 4, 1858, by the Virginia legislature, and the incorporators were Rev. J. R. Moore, Col. W. A. Hanway, and E. W. Tower, esq. About \$21,000 was expended in the purchase of the property and in the improvements made in the interest of the school. Rev. J. R. Moore was the superintendent and Mrs. E. I. Moore the principal, and they were assisted by three or four lady teachers. The course was an extended one, and thoroughness was aimed at in all the departments. The plan of study embraced three regular classes, viz, junior, middle, and senior; and there was also a preparatory class for those who were not sufficiently advanced for the three regular courses. While there was only an English course required for graduation, many of the young ladies were diligent students in the ancient and modern languages.

During the eight years of the school's existence 35 young ladies were graduated, and the names of several hundred are found on the rolls. In 1861 and 1862, 85 young ladies were in attendance, and the catalogue of 1864 shows an attendance of 68. On the death of Rev. J. R. Moore, in 1864, Dr. John W. Scott became superintendent, and remained at the head until 1866, when the property passed into the possession of the State for the use of the State university. The seminary buildings were burned in 1873, and a large three-story brick building now stands on the site of those burned.

LITTLE LEVELS ACADEMY.

This institution was established about fifty years ago under a charter granted by the assembly of Virginia. Rev. Joseph Brown was the first principal, and after seven years of successful work was succeeded by Rev. M. D. Dunlap, who remained at the head of the institution for eleven years. In consequence of the breaking out of the war the school was closed, and in 1865 the building was purchased by the county for public-school purposes. This school was well patronized during the eighteen years of its existence, and aided largely in the educational development of Pocahontas and adjacent counties.

MORGANTOWN FEMALE SEMINARY.

During the forenoon of a bright, sunshiny day in May, 1889, the alarm of fire was heard in Morgantown, and in a short time, in spite of the efforts of the citizens who had assembled, the Morgantown

Female Seminary was a mass of smouldering ruins. This was the end of an enterprise which had originated nearly sixty years before, which had numbered among its promoters many prominent men of both the past and present and which had been an important factor in the educational development of the State.

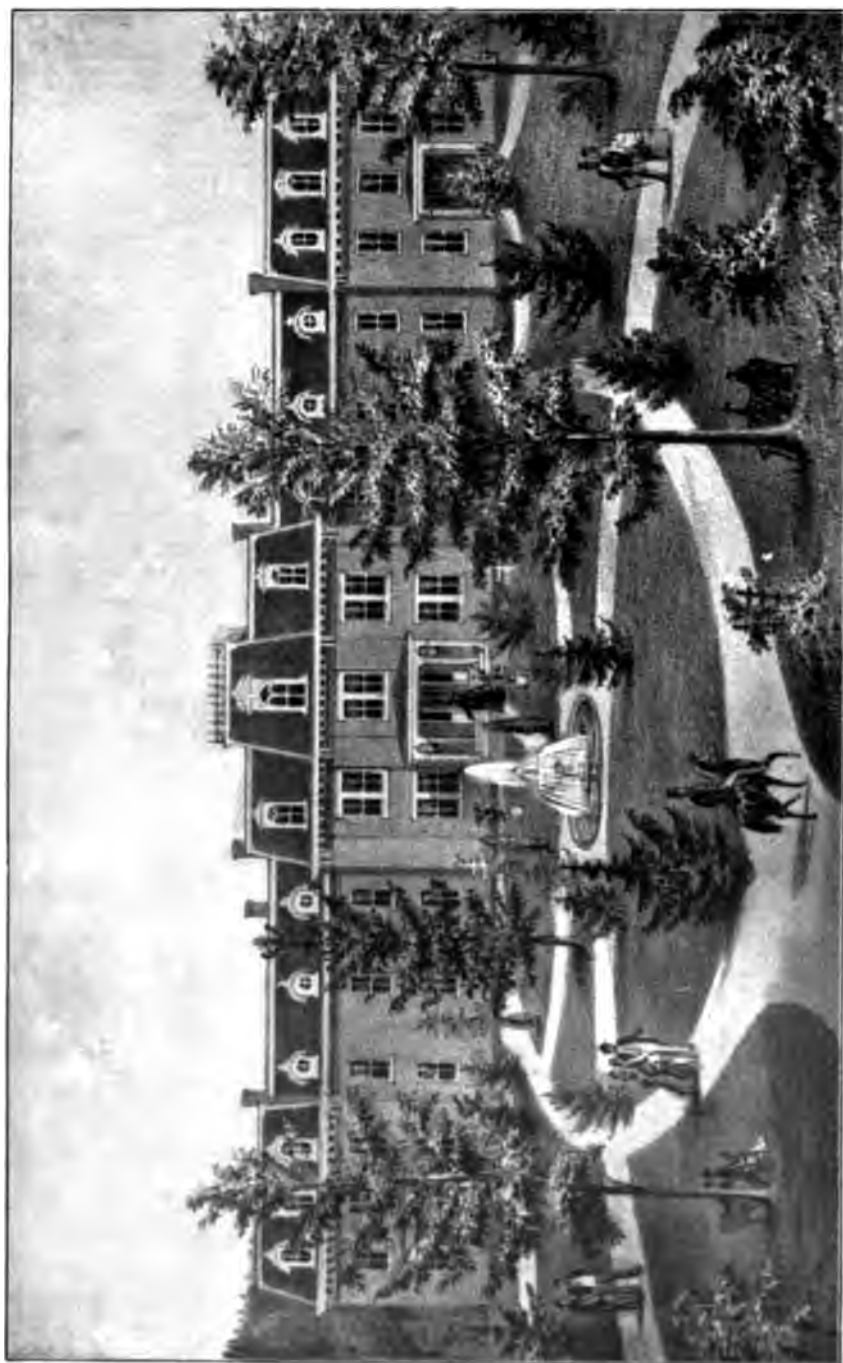
On the 23d of March, 1831, the Virginia legislature passed an act granting authority to the trustees of Monongalia Academy to establish a school for females, and in the following September a site was selected for the purpose. An effort was made to interest the Baptist denomination in the enterprise; but this not being successful, early in 1832 a building was begun, and in the following year it was completed. The work of instruction was then begun, and the names of Misses Green, Thomas, Henderson, and others appear on the records as teachers during the six years following. In 1839 the institution was incorporated as the Morgantown Female Academy, and the board of trustees was composed of the following members: William Lazier, Guy R. C. Allen, W. T. Willey, George Hill, and Reuben Taylor.

During the next twelve years the school was managed with varying success, and the names of Miss E. Doggett, P. S. Ruter, Miss Faris, E. J. Meany, Rev. Thomas McCune, and Rev. Cephas Gregg appeared as principals. In 1852, the building having been erected about twenty years before and being somewhat out of repair, the trustees concluded to change the location of the school, and the initiatory steps toward the erection of a new building were taken. This building was erected at a cost of \$3,500, and six years later an addition was constructed. About this time the Woodburn Female Seminary was incorporated by the legislature, and soon there began a generous rivalry between the two institutions. The two schools were situated at different ends of the town, but neither depended entirely for support upon local patronage. In the new building the following persons acted as principals previous to the sale of the property in 1869: H. W. Emery, Peter Hayden, Rev. A. S. Hank, Dr. Thomas Daugherty, and Rev. G. W. Arnold.

During the war school was continued, the number of graduates in 1861 being 4; 1862, 10; 1863, 4; 1864, 8. In the spring of 1869, the competition of Woodburn Seminary having been eliminated in consequence of the property having been donated to the State for the use of the West Virginia University, the Morgantown Female Seminary property was sold to Mrs. E. I. Moore for \$5,000, who spent a considerable sum in addition in putting the property in good repair. The school having no endowment, the income came entirely from the pupils. Mrs. Moore was a graduate of the Wheeling Female Seminary and had had several years' successful experience as a teacher. Devoting herself to the upbuilding of the school, and her labors being appreciated by the public, several years of successful work were now recorded.

The catalogue for 1872-73 showed an attendance of 81 pupils and a

faculty composed of a principal and 8 assistants. It was announced at this time to the patrons of the institution that the enterprise had been altogether successful. It had realized the expectations of its friends in the extent of patronage, character, and progress of its pupils. From this time until the destruction of the building about 25 young ladies were graduated and instruction was given to several hundred more. The establishment of the normal schools in the State and the increased efficiency of the public-school system had the effect of decreasing the attendance at the private schools, and during the later years of the seminary's existence not many pupils were in attendance. The day of the private seminary and academy had passed, and the public school was henceforth to be the fountain from which learning was to be derived. The establishment of coeducation at the West Virginia University now began to be agitated in political and educational circles, and the seminary building was mentioned as a suitable place for the accommodation of the girls. One month before coeducation was established the building was destroyed, and the history of the enterprise was ended.



WEST VIRGINIA INSTITUTE FOR THE DEAF AND DUMB AND THE BLIND.

were trained in the same manner in which pupils in the common schools were trained.

During the first year extensive repairs and improvements were made in the building, the funds having been appropriated by the legislature for this purpose. At the beginning of the second year the number of deaf mutes had increased to 47 and the number of blind to 10, making a total of 57 pupils for the year. Instruction in the mechanical arts was also introduced during this year, and this instruction has ever since been a prominent feature of the institution. During 1873, 28 counties of the State were represented in the school; and during 1874, 42 counties were represented.

THE DIFFERENT PRINCIPALS.

Mr. H. H. Hollister, the principal, resigned October 1, 1873, to enter the medical profession, and Dr. S. R. Lupton was appointed principal pro tempore. He acted in this capacity until the 9th of February, 1874, when Prof. S. Eddy, who had been a teacher in the Wisconsin Institution, was placed in charge. In July of this year the entire institution was reorganized, and Maj. John C. Covell, a gentleman of fine abilities and ripe experience, who had formerly been principal of the Virginia Institution at Staunton, was elected principal. At the same meeting of the board there was elected a complete corps of officers, including 1 male mute teacher, 1 male speaking teacher, 2 female mute teachers, 1 teacher of blind, 1 music teacher, governess, matron, steward, physician, and watchman. In Major Covell's report for 1876 it is stated that from the foundation of the institution there had been expended upon the edifices \$41,682, which amount, added to the \$20,000 given by the citizens of Romney, made the real property at that time worth \$61,682.

Major Covell remained in office until his death in June, 1887, a period of nearly thirteen years. During this time the institution was wisely managed and completely met the requirements of the unfortunate citizens for whom it had been established.

Hon. H. B. Gilkeson, of Romney, was the next principal, and discharged the duties of the office for one year, resigning October 1, 1888, at which time the present principal, Mr. C. H. Hill, was appointed. During the present principal's brief connection with the institution he has proven his fitness for the office to which he has been called, and under his management the interests of the deaf and dumb and blind in the school will not be neglected.

As accurately as can be gathered from the financial statements the improvements have cost about \$52,000, and the whole amount spent for all purposes since the foundation of the institution up to 1889, covering a period of about twenty years, approximates \$550,000.

The institution is governed by a board of regents, composed of 7 members, who are appointed by the governor and who serve for four



WEST VIRGINIA INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND.

years. The present officers and teachers consist of a principal, 4 instructors in the deaf school, 1 instructor in articulation, 3 instructors in the blind school, 2 instructors in music, 5 foremen in the industrial school, together with the persons employed in the domestic department.

All deaf-mutes and blind persons in the State, of sound mind and body, between the ages of 8 and 25 years, are entitled to admission. Board and tuition are free, and clothing may be furnished to pupils not otherwise provided for in an amount not exceeding \$40 per annum, this amount being charged to the county from which the pupil comes.

METHODS OF INSTRUCTION.

The deaf-mutes come to the institution with no language except the rude pantomime by which they make known their daily wants. Words are nothing to them but the combinations of letters as symbols of ideas. Word by word, therefore, they must acquire their knowledge of English, and great patience is necessary on the part of the teacher. After a time the pupils take up arithmetic, drawing, geography, and other studies, while the blind with a better knowledge of English study writing, spelling, geography, grammar, algebra, geometry, music, and other branches. Particular importance has always been attached to the study of music. The sense of the management has been that the department of music should occupy a position of the same dignity as the literary department, in view of the fact that so few of the usual occupations are open to the blind. But in the profession of music the blind can compete on almost equal terms with those who can see, and hence in an institution for the blind, music should have a prominent place in the course of study.

While the sign system is the one used for the instruction of deaf-mutes, yet the articulation or oral method has not been neglected. In November, 1877, this method was first introduced, and the visible speech symbols of Prof. A. Graham Bell were then chiefly in vogue. Good results followed the introduction of this system, but owing to the illness of the special teacher the work was temporarily abandoned. In 1885, Miss Agnes M. Grimm, by the simple, natural method of that of an intelligent and painstaking mother, without charts or symbols, so brought forward about one-third of the deaf-mutes that they could readily understand and write words and sentences on the blackboard from oral dictation alone. Nevertheless, the old sign method has always been the main one in use, and "must continue," says a specialist, "to be the golden key of the treasure house of knowledge for the majority of deaf and dumb pupils."

THE INDUSTRIAL SCHOOL.

In the industrial school of the institution the deaf-mute boys are taught the usual trades, viz. Carpentry, cabinetmaking, shoemak-

ing, tailoring, and printing; and the blind boys are taught mattress making, broom making, cane seating, and other light trades; while the girls of both departments are taught plain sewing, knitting, netting, and embroidery. The boys are arranged in classes, each class being in charge of an experienced foreman, while the girls are under the immediate care and instruction of the governess. Thus, not only the intellectual welfare of the students is considered, but they are also taught trades by means of which they may earn their livelihood in after years.

THE ATTENDANCE.

The number of pupils has varied each year, but in general the attendance has been large in proportion to the entire number of the deaf and dumb and the blind in the State. The attendance each year since the establishment of the institution may be gathered from the following table:

Year.	Deaf.	Blind.	Total.	Year.	Deaf.	Blind.	Total.
1871.....	28	5	33	1881.....	68	25	93
1872.....	47	10	57	1882.....	72	30	102
1873.....	60	17	77	1883.....	68	28	96
1874.....	51	12	64	1884.....	67	25	92
1875.....	56	19	74	1885.....	58	22	80
1876.....	65	19	84	1886.....	67	31	98
1877.....	68	28	96	1887.....	67	28	95
1878.....	68	29	97	1888.....	64	25	89
1879.....	65	22	87	1889.....	55	24	79
1880.....	65	28	93				

In closing this article a brief history of the methods of instruction for deaf-mutes is appended. This history was prepared by Maj. John C. Covell, for many years the efficient head of the West Virginia Institution:

GENERAL INSTRUCTION FOR DEAF-MUTES.

The subject of teaching articulation and speech reading to the deaf has engaged the attention of philanthropists for more than three hundred and fifty years. The first systematic attempt to instruct deaf-mutes in articulation, it is believed, was made by Pedro Ponce, of Valladolid, about the middle of the sixteenth century. Fifty years later—about the year 1600—Juan Pablo Bonet, another Spanish instructor, taught articulation and lip reading, and relied on gestures to explain the meaning of words, not names of visible objects, and who probably was the inventor of the manual alphabet now in use. Shortly after this time, also, the two-handed alphabet was devised by George Delgarus, a British philologist. From this time to almost the beginning of the seventeenth century we hear of no special efforts made in behalf of the deaf. In 1693 Johann Konrad Amman, a Swiss physician, published an essay entitled *Surdus Loquens*, in which he gave an account of the results of his successful efforts in teaching a girl, deaf and dumb from birth, to articulate. This essay, and a second one, published in 1700, doubtless laid the foundation for the first organized schools for the instruction of deaf-mutes, namely, that of Thomas Braidwood, at Dumbidikes, near Edinburgh, in 1760; of Samuel Heinicke, in 1778, and that of De l'Epée, in 1785. With

him unquestionably originated the idea of using the natural signs and gestures to communicate information to the deaf-mute. His is known as the French system, that of Heinicke as the German system, and Braidwood was a follower of this system. Side by side, ever since, these systems have maintained their existence on the Continent and in Great Britain, often, however, manifesting much rivalry and hereditary hostility toward each other. Happy, indeed, was it for the deaf-mutes of the United States that, under God's good providence, the French system crossed the Atlantic and in 1817 was founded the first institution for the deaf and dumb in America. From the American asylum at Hartford, Conn., all the State institutions founded within the succeeding fifty years were off-shoots, and to this wonderful means of instruction are the thousands of deaf-mutes of our country beholden who have been educated within that period. In 1867 the German system gained a foothold in our land and has since made aggressive strides into the domain of the old system, boasting of its high origin and superiority over every other system for all classes of deaf-mutes. Blows have been given and taken. Nevertheless its merits for certain classes of deaf-mutes have been recognized, and for these it has received a place in nearly all our institutions, not as a system, but as a means adapted to certain special cases in every institution. But it is the glory of our great American system to take and combine all means and methods calculated to best promote the education of all grades of deafness and dumbness, and it has thus come to be known as the combined system.

Chapter XI.

INSTRUCTION FOR THE COLORED PEOPLE.

The school law forbids the instruction of white and colored persons in the same school, but it is made the duty of the trustees of every subdistrict to establish a school for colored children whenever the number of such children of school age exceeds 15. Subdistricts may join in the establishment of such schools, and when established they are subject to the same regulations as are provided for the schools for white children. Whenever in any district the benefits of free-school education are not secured to the colored children, a part of the school funds of said district are set apart for the education of the colored people in such a way as the board of education may think best. Under the provisions of the school law schools for colored children have been organized throughout the State and are a part of the free-school system.

There are no normal schools provided for the training of colored teachers, but the State superintendent is authorized in every year to make arrangements with suitable institutions of learning in the State for the education and normal-school training of a number of colored teachers, the expense of such training to be paid out of the treasury of the State in the manner provided for white pupils in the normal schools. Under this law the State pays for tuition and use of books for 18 pupils at Storer College, while tuition and room rent and also books are furnished to about 35 pupils by the school in the name of the State. Appointments are made by the State and County superintendents. In this school West Virginia teachers are offered free tuition from the close of their schools to the end of the term, at an expense not exceeding \$2.50 per week, and even less if they board themselves. This offer is only for those who do good work and in no way interferes with the discipline of the school.

STORER COLLEGE.

Storer College is located at Harpers Ferry and, with the exception of the high school at Parkersburg, in 1889 was the only higher institution for the instruction of the colored people in the State. It is the outgrowth of the missionary efforts of the Free Baptist denomination, and during its existence of twenty-three years has done an important

work among the colored people of West Virginia and States adjoining. The beautiful valley of the Shenandoah is about 160 miles in length by 30 miles in width, and after the war the freedmen here were generally acknowledged to be more enterprising and intelligent than in most sections of the South. At the close of the war the missionary efforts of the Free Baptist denomination in this valley were under the supervision of Rev. N. C. Brackett, a young man who had become acquainted with the wants of the colored people while serving under the Christian commission and who was especially fitted for the work to be performed. The headquarters for this missionary and preliminary educational work were in the old Government building at Harpers Ferry, and it was easily learned that a trained body of colored teachers would be necessary for the instruction of the colored people.

THE SCHOOL ESTABLISHED.

In 1867 Mr. John Storer, of Sanford, Me., made an offer of \$10,000 to the Free Baptist denomination, provided that denomination would raise an equal amount for the founding of a school in the South for the benefit of the colored people. It was the wish of that gentleman that the institution should become eventually a college, though it might be operated as a normal school or seminary until the endowment funds should be adequate for college purposes. It was to be opened to both sexes without distinction of race or color. The proposition of Mr. Storer was accepted by the denomination named, and the time limit for raising this money was made January 1, 1868. The amount was raised largely in the State of New York through the efforts of Dr. G. H. Ball, nearly one-half of it being pledged at one meeting held at Fairport in June, 1867.

Dr. Cheney, of Bates College, during this year went South to confer with Rev. Mr. Brackett in regard to a suitable location, and Harper's Ferry having been agreed upon, a farm of 150 acres on Bolivar Heights was purchased. Gen. O. O. Howard, of the Freedman's Bureau, promised \$6,000 from the Department for the benefit of the enterprise, and this was afterwards paid, together with about \$10,000 additional.

On June 6, 1867, a commission, composed of twenty-five members, was organized as "The Commission for the Promotion of Education in the South," and this body, being incorporated by the legislature of New Hampshire, had charge of the early interests of the institution. On October 2, 1867, school was first opened with Rev. Mr. Brackett as principal, Mrs. M. W. L. Smith, of Maine, assistant teacher, and with 19 pupils in attendance.

GOVERNMENT AID.

On December 3, 1868, especially through the efforts of Senator Fessenden in the Senate and Gen. James A. Garfield in the House, a bill was passed transferring the Government buildings at Harper's

Ferry to the institution, and property worth about \$30,000 was thus obtained. This property consisted of four large brick mansions, somewhat dilapidated from the effects of the war, in one of which Rev. Mr. Brackett had already done some preliminary educational work. The farm which had been purchased was now no longer needed as a site, but through the sale of lots and through cultivation it assisted the school in its infancy.

Mr. Storer, the founder, died October 23, 1867, and at his death \$1,000 was paid by his heirs for the establishment of a library. About this time several churches of the Free Baptist denomination were established in the valley, and the mission work of these was closely connected with the work of the school.

A charter was granted March 2, 1868, by the legislature of the State, although considerable opposition was manifested. The school prospered from the start, and from October to March the number of pupils increased from 19 to 75. In December, 1869, one of the other buildings which had been donated by the Government was dedicated to church and school purposes. In 1873 steps were taken to provide a boarding hall for the girls, but it was not until May 30, 1876, that the building was dedicated. In 1880 a movement was made toward the erection of a new school building, and \$5,000 having been offered for this purpose on condition that \$5,000 additional would be raised, the Woman's Society of the Free Baptist Church undertook the work. The building was dedicated May 30, 1882.

PRESENT ORGANIZATION.

Rev. Mr. Brackett has remained at the head of the institution since its organization, and its steady growth is largely due to his efforts. He has at present 10 assistant teachers and 4 assistant pupils. The average annual attendance of students has varied from 100 to 230, there having been about 1,500 different pupils in attendance since 1867. In the biennial catalogue for 1877-79 are found the names of 273 students, about one-third of whom reside in West Virginia, one-third in eastern Virginia, and one-third in Maryland, Pennsylvania, and other States. The total number of graduates in the academical department is 10, and in the normal department 173.

The institution is under the control of an independent board of trustees, a majority of whom are members of the Free Baptist Church. No interference, however, is made with the religious belief of any pupil. Biblical instruction has a prominent place in the course of study, and many of the graduates have entered the ministerial profession. The funds are largely obtained by voluntary contributions, and the Woman's Missionary Society of New England supports several teachers. It is the aim of the managers to bring the school within the reach of every industrious person, and to this end the most rigid economy is encouraged. The necessary monthly expenses



of the student are given at from \$7.25 to \$10, while by self-boarding these amounts may be reduced to \$3 or \$4. The charge for tuition is 75 cents per month. The buildings are worth now about \$60,000 and the farm about \$10,000. A bequest of \$5,000 recently came into the hands of the principal from Maine. The work of instruction is limited by the want of funds, no debts ever being contracted.

COURSE OF STUDY.

The academic department is designed to fit students for the first-class colleges, and the normal department is designed to fit them for the profession of teaching. The academic department includes the study of the usual English branches, together with Latin, Greek, German, or French, and requires four years for its completion. In the normal department the English course is extended, the languages are omitted, and the studies are completed in three years. Special diplomas are awarded to those students who have done two years' good work in one language, with accompanying English branches. Special attention is given to the normal department, and of the 200 pupils in attendance during 1888, all but 25 were connected with this department. A Peabody Institute, conducted by an instructor employed by the State superintendent, is held yearly in the college chapel during the first week in June.

At the present time a special effort is being made to enlarge the industrial department. All the young women are instructed in sewing and some attention is also given to cooking and housekeeping. A carpenter shop and printing office are in operation for the benefit of the young men, and shops will in time be opened for teaching cabinet making and other trades. It is the purpose of the managers to establish a college course as soon as the endowment funds shall justify it and the needs of the students demand it. The institution has had a permanent growth since its organization, and the scope of its work has been from time to time enlarged and the course of study extended. Owing to the lack of means, most of the students who have attended have not remained to complete the course, but those who have graduated are now achieving a work of great usefulness in the schools for colored children in this as well as in other States.

Chapter XII.

A BIBLIOGRAPHY OF THE HISTORY OF EDUCATION IN WEST VIRGINIA TO THE YEAR 1889.

No complete collection of books and pamphlets pertaining to the educational history of West Virginia is anywhere in existence. The information given in the preceding pages was obtained largely from the principals now at the head of the various schools described and from the unpublished records of these institutions. Before the civil war the educational institutions of Virginia were mostly confined to that part of the State lying east of the Alleghany Mountains, and only one college of established reputation was in existence in the territory now included in West Virginia.

Dr. Herbert B. Adams, of the Johns Hopkins University, in his able monographs on the College of William and Mary and Thomas Jefferson and the University of Virginia has given a bibliography of the history of education in Virginia, and to these monographs the reader is referred for valuable sources of information relating to the early educational history of West Virginia. The following list is made up largely of books and pamphlets issued since the formation of West Virginia into an independent State, for since that time the public school system, the normal schools, the university, and many of the private schools now in existence have been established. It is to be regretted that the records of the old-time academies and seminaries have not been better preserved, and that no collection of books pertaining to the educational history of the State is found in any public library in the State. In the preparation of this monograph the following books, pamphlets, and special articles have been consulted.

History of West Virginia. By Virgil A. Lewis. Philadelphia, 1890: 744 pages.

This book is the most recent contribution to the general history of the State, and covers the period from the coming of the first white men to Harpers Ferry, in 1732, to the present time. The work is the most complete and valuable one of its kind yet published, and contains a wealth of information concerning the social, political, and educational history of the State.

A Partial List of Books Pertaining to West Virginia.

This is the title of an article by Virgil A. Lewis, which was printed in the West Virginia School Journal for February, 1890. This is a

valuable article for reference, as the writer has given the titles and brief notices of about seventy-five books which taken collectively comprise the literature of the State.

History of the Panhandle of West Virginia. By J. H. Newton, G. G. Nichols, and A. G. Sprankle. Wheeling, 1879; 480 pages; atlas form.

This large volume is a very valuable contribution to the historical literature of the State and contains many references to the early schools of Hancock, Ohio, Brooke, and Marshall counties.

History of Monongalia County, West Virginia. By Samuel T. Wiley. Kingwood, 1883; 776 pages.

The author has also written a History of Preston County, and these two works give much information pertaining to the schools of the counties named. As Monongalia County has long been considered the educational center of the State, the history of that county is especially fruitful in educational material.

Memoirs of Alexander Campbell. By Robert Richardson. Philadelphia, 1871; 2 volumes, 680 pages.

Many facts in regard to the history of Bethany College may be found in this work, for Alexander Campbell was the founder of the institution and was president of the same for a period of more than twenty years.

Christian Baptist, from 1823 to 1830. Edited by Alexander Campbell. Bethany; 7 volumes.

Millennial Harbinger, from 1830 to 1863. Edited by Alexander Campbell. Bethany; 34 volumes.

The above magazines were edited at Bethany and contain many allusions to Bethany College, as well as to the general educational work of the Church of the Disciples.

Memoirs: Wells, Winona, Minn., 1886; 191 pages.

This work treats of Alexander Campbell's effort in founding the Church of the Disciples.

History of Kanawha County. By G. W. Atkinson. Charleston, 1876; 338 pages.

This work has many timely references to the early schools of the Kanawha Valley.

The West Virginia Handbook. By J. H. Dias Debar. Parkersburg, 1870; 193 pages.

This was intended as a handbook for immigrants and contains much information in regard to the condition of the State in 1870.

Geography of West Virginia. By A. C. Knote. Wheeling, 1883; 104 pages.

This is a valuable text-book for West Virginia schools and gives much information concerning the various counties and institutions of the State.

Resources of West Virginia. By M. F. Maury and W. M. Fontaine.

This work was prepared under the direction of the State board of centennial managers and gives a detailed account of the agricultural, grazing, mining, and educational interests of the State.

The Industrial Advance. By I. J. Isaacs. Wheeling, 1889; 170 pages.

This work treats of the industries of Wheeling and environs, but also contains references to the more prominent schools of the city.

Leading Manufacturers and Merchants of the Ohio Valley. Compiled by the International Publishing Company. New York, 1887; 302 pages.

This work is similar to the last one named.

History of the Valley of Virginia. By Samuel Kercheval. Woodstock, 1833; 344 pages. Reprinted in 1850 and 1896.

Old Churches and Families of Virginia. By Bishop Meade. Philadelphia, 1878; 2 volumes.

Sketches of Virginia. By Rev. William Henry Foote. Philadelphia, 1850; 2 volumes.

Letters and Other Writings of James Madison. Philadelphia, 1867; 4 volumes.

The Writings of Thomas Jefferson. Washington; 1834; 9 volumes.

The Acts of the Assembly and the Various Codes of Virginia.

The above works, written before West Virginia became a State, contain valuable references to the early schools of Virginia. In the acts of the assembly are found many provisions relating to academies now included in the territory of West Virginia.

School Law of the State of West Virginia. Compiled by B. S. Morgan. Charleston, 1887; 89 pages.

This pamphlet gives the law passed March, 1881; together with the amendments made at later sessions, and an appendix containing various decisions in regard to the school law.

Acts of the Assembly of the State of West Virginia.

These contain the fundamental law and legislation relating to the various educational institutions in the State.

Grading System for Country Schools. By A. L. Wade. Boston, 1881; 451 pages.

In 1876, in Monongalia County, the writer first demonstrated the practicability of grading country schools, and secured gratifying results. The above work has attracted a great deal of attention in educational circles.

History and Progress of the county of Marion. Dunnington. Fairmont, W. Va. 1880; 162 pages.

This is a local history and contains references to the schools of Marion County.

An Address on the Life and Character of Rev. J. R. Moore. By H. W. Biggs. Morgantown, 1866; 8 pages.

The subject of the above sketch was for many years at the head of the most prosperous academy in the western part of Virginia, and he took a distinguished part in the educational development of the section in which the school was located.

Our Work at Harpers Ferry. By Kate J. Anthony. Providence, 1888.

This paper gives a history of the founding and growth of Storer College.

Pamphlets relating to the laws and courses of study of the independent school districts of Wheeling, Parkersburg, and Charleston.

These pamphlets were issued by the boards of education in the districts named.

Reports of the State Superintendent of Free Schools.

These reports have been regularly issued since 1865, and contain all the facts in regard to the organization and growth of the free-school system.

Reports of the Board of Regents of the West Virginia University from 1868 to the present time.

Reports of the Board of Regents of the State Normal Schools from their organization to the present time.

Reports of the Board of Regents of the West Virginia Institution for the Deaf, Dumb, and Blind from 1870 to the present time.

Inaugural Address. Rev. Alex. Martin. Morgantown, 1867; 25 pages.

In this address the causes which lead to the establishment of the State University are discussed, and the aim and object of the institution are stated.

Letters of Hon. W. L. Wilson to the Wheeling Register in Regard to the Change from the Curriculum to the Elective System in the West Virginia University. Morgantown, 1883; 16 pages.

In these letters are given the reasons why the above change was recommended by the faculty and ordered by the board of regents.

Rules and Regulations for the Government of the West Virginia University, together with the Acts of Congress and Legislature in Relation Thereto, and Rules for the Organization and Discipline of the State Cadets. Wheeling and Charleston; 55 pages.

In the above pamphlet information is given concerning the organization and government of the West Virginia University.

Prominent Men of West Virginia. By G. W. Atkinson and A. F. Gibbens.
Wheeling, 1890.

Only a few advance sheets of this work have been examined. The complete work will include biographies of the prominent men of the State, and will be issued during the present year. The authors have long been well known in literary circles, and their work will be a valuable addition to the literature of the State.

APPENDIX.

HISTORY OF EDUCATION IN WEST VIRGINIA

FROM

1890 to 1902.

A. R. WHITEHILL, Ph. D.,

WEST VIRGINIA UNIVERSITY.

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A BRIEF SUMMARY OF THE LEADING FACTS IN THE HISTORY OF EDUCATION IN WEST VIRGINIA SINCE 1890.

INTRODUCTION.

The manuscript for the monograph on the History of Education in West Virginia was prepared in 1889. Its publication having been delayed, it has been deemed expedient to add a brief sketch of the recent educational progress of the State. This sketch is published through the courtesy of Hon. W. T. Harris, United States Commissioner of Education, and the publication has been made possible through the efforts of Dr. D. B. Purinton, president of West Virginia University, and Hon. Thomas C. Miller, State superintendent of public instruction.

In the preparation of the work acknowledgment for assistance is due to the gentlemen above named: to the principals of the normal schools and the presidents and principals of the various private and denominational schools; to Right Rev. P. J. Donahue, bishop of Wheeling, and Chancellor E. E. Weber, and to many others who kindly gave the author suggestions and information.

The material development of West Virginia during the last decade has attracted the attention of the whole country. Progress along industrial lines has been everywhere apparent, and both public and private improvements have been projected in every section. Railroads have been constructed, manufacturing plants have been established, coal, oil, gas, and timber lands have been opened up, and the population has rapidly increased. Nor does this material development yet show signs of abatement, the unrivaled natural resources of the State being yet only partially developed.

The educational development has kept pace with the industrial. Several new private and denominational institutions have been established, and the older ones have been better supported. Better buildings have been erected for the public schools and longer terms have been provided. More advanced methods in institute work have been used, enriched courses of study have been adopted and better trained teachers have been employed. In the normal schools new departments have been added, the normal and academic courses have been enlarged, and better facilities for instruction have been offered. The

entire school system of the State has shared in this educational advancement.

WEST VIRGINIA UNIVERSITY.

Standing at the head of the public-school system, the university has taken the lead in this educational progress. Several new buildings have been erected, additional funds for purposes of instruction have been provided, prizes and fellowships have been established, enlarged courses of study have been adopted, and new departments have been added.

The university organization consists at present of the following colleges, schools, and departments:

- I. The college of arts and sciences.
- II. The college of engineering and mechanic arts.
- III. The college of agriculture.
- IV. The college of law.
- V. The school of music.
- VI. The commercial school.
- VII. The preparatory schools.
- VIII. The department of fine arts.
- IX. The premedical department.
- X. The military department.
- XI. The department of physical training.

Of the above-named departments, one-half of them have been established during the last decade and all the others have been enlarged and strengthened. This advance has been made possible partly through more liberal appropriations by the legislature and partly through the receipt of the Morrill fund, by means of which instruction in agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural, and economic science has been extended.

Until about twelve years ago the number of students in attendance never reached 200. In 1890 the attendance was 208 and in 1897 the number was 465 and in 1901 the number was 882. The large attendance during the years 1898, 1899, and 1900 included the students who attended the summer sessions which were held during these years, these sessions being a regular part of the university work. It is confidently expected that in the near future the names of 1,000 students will be found annually on the roll of the institution.

With the increase in the number of students there has been a corresponding increase in the membership of the faculty, and that body now enrolls nearly 70 members. Most of these instructors have been trained in the best colleges and universities of this country and Europe, and, being familiar with the best educational methods, they have used these in their various departments. Under their supervision the internal administration of the university has been greatly benefited. New and improved methods of instruction have been

introduced into the class rooms, and the various laboratories have been increased in size and usefulness and abundantly stocked with the most improved kind of apparatus. Literary, scientific, musical, religious, and other societies have been organized, and numerous prizes and fellowships have been established. The Dewey decimal system of classification has been introduced into the library, and several thousand new volumes each year have been purchased. A periodical list has also been selected, which includes not only the leading papers of the State, but, in addition, about one hundred and fifty of the best magazines and papers which are published. Students thus have been provided with every facility for thorough work and have been able to keep pace with current literature and become familiar with the standard works in each department of learning.

The standard of admission to the various schools, colleges, and departments of the university has also been raised until it is now on a par with the higher grade institutions of the country. Thirty-nine courses are required for admission to the college classes, and the degree of the university is conferred only upon that student "who satisfies these entrance requirements and satisfactorily completes 42 college courses, of which at least 10 courses, including a thesis, are in some one department of study selected by the student as his major subject or specialty."

The external development during the last twelve years has kept pace with the advance in the different lines of instruction. The funds for maintaining the university and agricultural experiment station are now obtained from the following sources: (1) Interest on the land-grant endowment; (2) the Morrill fund; (3) biennial appropriations by the State legislature; (4) fees and tuitions paid by the students; (5) Hatch fund; (6) fees received from the analyses of fertilizers and from the sale of tags to fertilizer manufacturers. The revenues from all these sources for the year 1901, including the balance in the hands of the treasurer at the beginning of the year and the appropriation for buildings, amounted to about \$205,000, and for the year 1902 the amount will be about \$220,000. It is expected that the revenues of the institution will still further be increased in the near future and still further advances in the way of new and enlarged scientific departments will be made possible by the passage by Congress of the bill for the establishment of schools or departments of mining and metallurgy in connection with the agricultural colleges.

The university grounds overlook the Monongahela River, and the outlook is picturesque. The campus has been recently enlarged, and now comprises about 25 acres. The farm recently purchased by the agricultural experiment station contains about 100 acres.

The buildings now comprise the following:

1. University Hall, a four-story building, containing lecture rooms

and the laboratories of the medical and biological departments. A large right wing to this building has just been completed, and in it are located the lecture rooms of the law department and the practice rooms of the school of music.

2. Martin Hall, a three-story building, containing lecture rooms, the library, and society halls.

3. Science Hall, a four-story building, containing administration rooms and the lecture rooms and laboratories for the departments of chemistry, physics, geology, civil engineering, and drawing and painting.

4. Commencement Hall, a large two-story building, containing a commodious chapel with 1,500 seats and the gymnasium.

5. Agricultural Experiment Station, a two-story building, containing laboratories, lecture rooms, and offices.

6. Fife Cottage, a two-story building now used as a temporary home for the department of mechanical engineering.

7. An observatory, a dome-shaped structure of the Hough type, containing a telescope and other apparatus belonging to the department of astronomy.

In addition to the above completed structures there are now in course of erection and nearing completion the following:

1. Armory, a two-story building with stone trimmings, containing a large drill hall and offices for the military department.

2. Mechanical Hall, a two-story building, the largest on the campus, containing lecture rooms, laboratories, and workshops for the departments of civil and mechanical engineering.

3. Library, a two and one-half story stone building, the most costly and beautiful building on the campus, containing a large number of rooms for library purposes and embodying the most recent improvements in library construction. In addition to the buildings above named a woman's hall will probably be provided for by the next legislature, as coeducation in all departments was established by the board of regents in 1897.

There are churches of the following denominations in Morgantown: Presbyterian, Methodist, Episcopal, Baptist, Methodist Protestant, Lutheran, Christian, and Roman Catholic. Several of these denominations have considered the question of erecting church halls in connection with the university, and the Episcopal Hall and Baptist Hall are already in successful operation.

The remarkable growth of the university in recent years has been partly due to the increased interest in educational affairs by the people of the State, and partly to the personal influence and efforts of those connected with the institution.

E. M. Turner, LL. D.; P. B. Reynolds, D.D.; J. L. Goodknight, D.D., and Jerome H. Raymond, Ph. D., have in turn been at the head of affairs, and their efforts in the direction of a higher standard and

a more general appreciation by the people of the advantages offered have been ably seconded by the board of regents, in whom the control of the institution is vested. A large corps of efficient and progressive instructors have labored faithfully with the same purpose in view, and their influence has been very marked in promoting this educational advancement. The faithful and efficient services of Prof. Waitman Barbe as field agent since 1895 deserve special mention in this connection, and to his addresses and personal efforts throughout the State is due more than to any other cause the large increase in the number of students.

The board of regents for the term beginning May 19, 1901, is composed of the following well-known citizens: J. R. Trotter, J. B. Finley, C. R. Oldham, C. M. Babb, C. E. Haworth, E. M. Grant, W. J. W. Cowden, D. C. Gallaher, and J. M. Hale. These gentlemen, appointed by the governor from different sections of the State on account of their special fitness for the position, are men of collegiate training and are thoroughly conversant with educational affairs.

The first meeting of the board was held in June, 1901, and an organization was effected by the election of W. J. W. Cowden president and Prof. J. S. Stewart secretary. The most important action taken at this meeting, and one which was universally commended, was the election of Dr. D. B. Purinton president of the university. Dr. Purinton is the first president who is an alumnus of the institution, and having been a member of its faculty for many years he is thoroughly conversant with its history from the organization. In more recent years having been president of Dennison University, that well-known institution has felt the influence of his presence, and its recent growth in intellectual power and usefulness is largely the result of his successful administration.

Dr. Purinton has had a successful experience in educational work, and he enters upon his duties not only with the esteem and confidence of the students and faculty, but also of the people of the entire State. With his election there has gone out an impression that the university will henceforth be the head of the State educational system in fact as well as in purpose, that its government will be wise and judicious, and its affairs in every department will be administered by officers and instructors of good character, intellectual superiority, and sound Christian principles.

AGRICULTURAL EXPERIMENT STATION.

By the act of Congress approved March 2, 1887, it was provided that an agricultural experiment station should be established in each State, and this station was established in West Virginia in 1889, under the direction of the board of regents of West Virginia University. The sum of \$15,000 per annum was appropriated for the purpose of

paying the necessary expenses of investigation in agricultural subjects, and the amount has been supplemented each year by the fees received from the analyses of fertilizers and the sale of tags to fertilizer manufacturers. The cost of the necessary printing, binding, and stationery is provided for by an appropriation made at each session of the legislature.

While original investigation rather than class-room work is the chief business of the members of the station staff, yet several members have for several years taken part in the work of instruction in the university. Students have thus had excellent opportunities for the observation of field and laboratory experiments in connection with their studies in agriculture. A large and well-equipped building has been provided for the use of the station workers, and an experimental farm of over 100 acres has recently been purchased.

John A. Myers, Ph. D., served as director until the year 1897, when he was succeeded by James H. Stewart, A. M. Under the supervision of Director Stewart the efficiency of the institution has been increased, a thoroughly equipped staff of investigators has been selected, and a harmonious understanding has been entered into with the various local societies of farmers, fruit growers, stock breeders, and other like organizations. Since the organization a large number of bulletins and reports have from time to time been issued and gratuitously distributed, and these have had an important influence upon both the agricultural and educational development of the State.

PREPARATORY SCHOOL OF THE WEST VIRGINIA UNIVERSITY AT MONTGOMERY.

In 1895 an act was passed by the legislature establishing a preparatory school of the West Virginia University at Montgomery, in Fayette County. On the passage of the act a spacious and beautiful site was donated by the citizens of the town, and with the money appropriated by the legislature a suitable building for the school purposes was erected. The school was opened in January, 1897.

It is under the control of the board of regents of West Virginia University and the State superintendent of public instruction. The president of the university is ex officio president of the school, and Prof. Josiah Keely is the principal. With the principal are associated three other instructors.

The course of study has been arranged with special reference to entrance to the university, and is the same as in the preparatory school at Morgantown. The school is mainly supported by appropriations by the legislature, the amount appropriated for each of the years 1901 and 1902 being \$5,800. An appropriation for the year 1902, of \$3,000, was also made, to begin the construction of a wing to the school building, the entire cost to be not more than \$6,000.

**PREPARATORY SCHOOL OF THE WEST VIRGINIA UNIVERSITY AT
KEYSER.**

An additional preparatory school of the West Virginia University was established at Keyser, Mineral County, by an act of the legislature passed in 1901. A site having been provided by the citizens of that town, a suitable building is now in the course of erection. For the erection of this building \$20,000 was appropriated, and \$3,000 additional for furniture and current expenses. On the completion of the building the school will be opened.

THE NORMAL SCHOOLS.

The six normal schools of the State have continued to increase in numbers and influence during the period covered by this paper. The legislature has appropriated more liberally for their support, and their efficiency has been correspondingly increased. Their libraries have been enlarged and reading rooms have been established. Maps, charts, models, physical and chemical apparatus, and other conveniences for successful school work have been purchased, and old materials, for the most part, have been discarded.

The buildings have been overhauled and renovated when this has been necessary, and several new buildings and additions have been erected. The total appropriations for the schools in 1901 was \$70,736, and for 1902, \$382,579. Nor has the educational development of these schools been behind the material. In the selection of teachers the board of regents have examined carefully into the qualifications of each applicant, and have insisted that character, ability to teach, scholarship, and culture should be the basis of every election. The number of teachers has been largely increased, and they have labored with earnestness and diligence and with abundant success.

It was the purpose of the founders of these schools that instruction should be given to common-school teachers in the science and art of teaching and in the studies which pertain thereto. The schools have faithfully adhered to the purposes of their founders, and in addition they have prepared a large number of young men and women for college and for the various avocations of life.

The courses of study have been enlarged to meet the requirements of the age, and are now greatly in advance of the courses offered a few years ago. The two principal courses are the normal and academic, the first designed especially to prepare teachers for the common schools, and the second to prepare students to enter the West Virginia University or institutions of similar rank. These courses are uniform in all the schools. Courses in music, elocution, and other subjects are also offered. The two main courses of study are as follows:

NORMAL COURSE OF STUDY

[Subjects arranged by terms.]

Fall term.	Winter term.	Spring term.
<i>Preparatory studies.</i>		
1. Arithmetic. 2. Geography. 3. Grammar.	1. Arithmetic. 2. Geography. 3. Grammar.	1. Arithmetic. 2. Bookkeeping. 3. Grammar.
<i>First-year studies.</i>		
1. Mental arithmetic. 2. Higher lessons in English 3. United States history. 4. Physical geography.	1. Algebra. 2. Higher lessons in English 3. English history 4. Drawing.	1. Algebra 2. Advanced English gram- mar 3. General history 4. Physiology. 5. Vocal music.
<i>Second-year studies.</i>		
1. Algebra. 2. Greek history 3. Latin. 4. Rhetoric. 5. Zoology.	1. Algebra. 2. Roman history 3. Latin. 4. Rhetoric.	1. Algebra. 2. Geology or astronomy 3. Latin. 4. Rhetoric.
<i>Junior-year studies.</i>		
1. Geometry. 2. Latin. 3. American literature. 4. History of education. 5. Civil government and State and United States constitutions.	1. Geometry. 2. Latin. 3. English literature. 4. Economics.	1. Geometry. 2. Latin. 3. English literature. 4. Theory and practice. 5. Botany.
<i>Senior-year studies.</i>		
1. Physics. 2. Psychology. 3. Trigonometry. 4. Training work.	1. Physics. 2. Psychology 3. Logic. 4. Training work.	1. Chemistry. 2. Pedagogy. 3. Ethics 4. Training work.

ACADEMIC COURSE OF STUDY

[Subjects arranged by terms.]

<i>Preparatory studies.</i>		
1. Arithmetic. 2. Geography. 3. Grammar.	1. Arithmetic. 2. Geography. 3. Grammar.	1. Arithmetic. 2. Bookkeeping. 3. Grammar.
<i>First-year studies.</i>		
1. Mental arithmetic 2. Higher lessons in English 3. United States history 4. Physical geography	1. Algebra. 2. Higher lessons in English 3. English history. 4. Drawing	1. Algebra. 2. Advanced English Gram- mar 3. General history 4. Vocal music. 5. Physiology.
<i>Second-year studies.</i>		
1. Algebra 2. Greek history 3. Latin. 4. Rhetoric. 5. Zoology	1. Algebra. 2. Roman history. 3. Latin 4. Rhetoric	1. Algebra. 2. Geology or astronomy. 3. Latin. 4. Rhetoric.
<i>Junior-year studies.</i>		
1. Geometry 2. Greek or German. 3. Latin or French 4. American literature 5. Civil government and State and United States constitutions.	1. Geometry. 2. Greek or German. 3. Latin or French. 4. English literature.	1. Geometry. 2. Greek or German. 3. Latin or French. 4. English literature. 5. Botany.
<i>Senior-year studies.</i>		
1. Greek or German. 2. Latin or French. 3. Physics 4. Trigonometry.	1. Greek or German. 2. Latin or French 3. Physics 4. Medieval history.	1. Greek or German. 2. Latin or French 3. Chemistry. 4. Modern history.

In the following table are given the names of the principals of these schools for 1902, the number of pupils in attendance and the number of graduates for 1900, and the total number of pupils enrolled and the total number of graduates since the establishment of the schools to 1900:

Normal school.	Principal, 1902.	Stu- dents, 1900.	Grad- uates, 1900.	Total stu- dents.	Total gradu- ates.
Marshall College Normal School	L. J. Corbly	452	20	4,831	290
Fairmont Normal School	M. M. Ross	427	20	7,085	495
Concord Normal School	A. S. Thorn	228	16	3,737	186
West Liberty Normal School	W. L. McCowan	186	11	2,974	265
Glenville Normal School	J. C. Shaw	132	11	2,743	190
Shepherd College Normal School	E. F. Goodwin	116	15	2,420	278
Total		1,551	102	23,790	1,704

The history of these schools in detail since 1890 is given in the following pages:

MARSHALL COLLEGE STATE NORMAL SCHOOL.

Marshall College is the original normal school of West Virginia. In 1890 Prof. Thomas E. Hodges, the principal, with four assistants, constituted the faculty of the institution. On the election of Professor Hodges to the chair of physics in West Virginia University in 1896, Prof. L. J. Corbly became his successor, and with him at the present time are associated sixteen other instructors, or four times as many as were on duty in 1890. This increase in the number of members of the faculty has been met by a corresponding increase in the number of students, and the enrollment, 165 twelve years ago, is now more than 600. These students represent about three-fourths of the counties of the State, while other States are also well represented, particularly Virginia, Kentucky, and Ohio.

During the last decade the cost of the buildings erected has been over \$50,000. The old buildings have either been remodeled or rebuilt; new and improved apparatus, maps, charts, and other conveniences for teaching have been purchased; the library has been rearranged, enlarged, and catalogued, and all facilities for imparting instruction have been greatly improved. In 1900 it was estimated by the State superintendent that the total value of the buildings and grounds and other property belonging to Marshall College was \$218,000.

The advance in the methods of instruction has kept pace with the material growth of the school. In the arrangement of the normal course provision has been made for a full year's training work on the part of every senior. In January, 1902, a teachers' training department was organized and placed in charge of an experienced director. It is the intention in the future to enlarge this work, so that practice with every grade from the primary to the high school can be required of every normal senior as a condition of graduation.

Professors Hodges and Corbly, and the instructors who have aided them, have ably conducted the affairs of the institution since 1890, and its growth in numbers, as well as in efficiency and influence, is largely due to their wise management and extended experience in educational work.

FAIRMONT STATE NORMAL SCHOOL.

The growth of this school since 1890 has been very marked. It is now one of the leading educational institutions of the State. In the year mentioned 232 students were enrolled, and in 1901 459 were enrolled, the attendance having about doubled. This growth has not resulted from any radical changes having been made in the management of the school, but has been a steady one from year to year. Including the class of 1901, 499 students have been graduated, and it is claimed that 90 per cent of these have become teachers and are prominent in educational affairs in this and other States.

In 1889 Prof. Conrad A. Sipe, who had acted as principal since 1883, resigned, and the position of principal was then held successively for one year by Miss Nannie R. Cameron, John H. Roemer, and J. E. Gwyn. In 1892 J. Walter Barnes was elected, and served until 1901, when he was succeeded by Marcus M. Ross.

In 1891 it became necessary to secure a larger building, and, under authority granted by the legislature, the old building was sold to the city of Fairmont for \$15,000. An additional appropriation of \$20,000 was made by the legislature for the erection of a new building. An entire square was obtained in the most beautiful residence part of the city, and with the funds stated a beautiful and commodious modern school building was erected. It was first occupied March 27, 1893. In 1895 the additional sum of \$12,000 was appropriated by the legislature, and the building was completed in accordance with the original plans.

Owing to the rapid increase in the value of real estate in the city of Fairmont this school property is now valued at more than \$125,000.

The institution has an excellent working library, and is well supplied with modern apparatus. In addition to the normal and academic departments there are departments of music and oratory, each in charge of an experienced director. These special departments are well patronized, and add materially to the success of the school.

The faculty is composed of well-educated and experienced instructors, and at present is composed of ten members.

CONCORD STATE NORMAL SCHOOL.

In 1891, after a service of sixteen years, Capt. J. H. French retired from the principalship of this school, and he was succeeded by Prof. John D. Sweeney, who served until 1897. Prof. George M. Ford was then elected, and was succeeded in 1900 by Prof. E. F. Goodwin.

That gentleman was soon afterwards transferred to the Shepherdstown School, and Prof. Arthur S. Thorn was elected to fill the vacancy.

The school has continued to grow, notwithstanding these frequent changes in the principalship, the number of instructors in 1890 being 8 and the number of students 166, and in 1901 the number of instructors being 11 and the number of students 203. The total enrollment of students to the close of the year 1900 was 3,737, and the total number of graduates 186. These figures include a period of twenty-five years.

In 1891 the accommodations for students were increased by the erection of a dormitory for young ladies, and in 1897 the legislature appropriated \$20,000 for a new school building, which building was completed and occupied early in 1899.

With the growth of the school in numbers and importance the library has been enlarged and apparatus has been provided for teaching the sciences. The institution has kept pace with the progress of the times and has adopted the modern methods of instruction.

WEST LIBERTY STATE NORMAL SCHOOL.

The enrollment of this school has increased from 133 in 1890 to 163 in 1901. In the first-named year the faculty consisted of the principal and 3 assistants; in 1901 the number of assistants had increased to 7. In 1893 Prof. Robert A. Armstrong, who had served as principal for seven years, resigned to accept a chair in West Virginia University, and he was succeeded by Prof. J. N. Deahl, who remained at the head of the institution until 1898. Hon. W. B. Cutright acted as principal during one year, and he was succeeded by Prof. J. M. Skinner, who, in turn, was succeeded in 1901 by Prof. W. L. McCowan, the present principal. During all these changes in the principalship the school continued to increase in numbers and influence. A new building was completed and occupied in January, 1895, but was destroyed by fire in February, 1896. The building now in use consists of two parts, the old part erected in 1857 and the new part erected in 1897.

The number of graduates since 1870 is 280, and the total number of students enrolled for the thirty-one years is 3,117.

Within the last five years 21 counties of the State have been represented among the students. Ohio and Pennsylvania have also been represented. The present principal is an enthusiastic teacher, and promises to still further increase the power and influence of the institution.

GLENVILLE STATE NORMAL SCHOOL.

In 1890 the Glenville Normal School building was a brick structure, which had been erected a few years before at a cost of \$5,000 and had been furnished at a cost of \$2,000. In 1893 \$21,000 was appropriated by the legislature for an addition to this building. The enlarged

building has since given ample accommodations for every department of the school. The campus contains about 3 acres, and is well decorated with trees and shrubbery.

In 1890 Prof. S. B. Brown resigned the principalship to accept a chair in the West Virginia University. His successor, Prof. R. W. Tapp, died one year after his election. Prof. D. M. Helmick then served as principal for four years, and was succeeded by Prof. W. J. Holden, who remained in office until 1901. Prof. J. C. Shaw is the principal at present. In 1890 the faculty consisted of the principal and 2 assistants; in 1902 the number of assistants is 4. In the former year the number of students was 114, and in 1901 the number was 155.

The school is no longer struggling for existence, but owing to the liberal appropriations by the legislature and the increased interest in educational affairs it is now in a progressive condition and is performing well its part in educating the youth of the State.

SHEPHERD COLLEGE STATE NORMAL SCHOOL.

For thirty years Shepherd College has been an important factor in the education of the youth of the Eastern Panhandle. During the twenty-eight years ending with 1901 the total enrollment of students was 2,547, and the total number of graduates 285. The enrollment for 1901 was 127, and the number of graduates 7.

On the resignation of Prof. Asa Bush, in 1892, Prof. E. M. Vale was elected principal, who was succeeded the following year by Prof. A. C. Kimler. A change in the principalship again took place in 1901, when Professor Kimler was succeeded by Prof. E. F. Goodwin, a graduate of the university and a teacher thoroughly trained for normal work.

An additional building was erected in 1896 to meet the growing demands of the school. This building with its contents was totally destroyed by fire in March, 1901. The board of regents immediately took steps for the erection of another building, and a splendid structure of buff brick with stone trimmings, to cost \$40,000, is now in course of erection. On the completion of this building it is expected that the enrollment will be largely increased in consequence of the increased advantages which will be offered. Including the principal, the faculty now consists of 8 members.

THE PUBLIC SCHOOLS.

In their growth and prosperity the common schools have kept pace with the normal schools and university. The prejudices of former years have almost entirely disappeared, and these schools are now encouraged and supported by all classes of people. Much of the credit for their development during the period covered by this paper is due to the gentlemen who have occupied the office of State superintendent of public instruction, and any account of the common-school

system since 1890 would be incomplete without an acknowledgment of their services in behalf of public education.

Hon. B. S. Morgan, after two terms of service of four years each, retired from office in 1893, and he was succeeded by Hon. Virgil A. Lewis, who served until 1897. Hon. J. R. Trotter then served until 1901, when he was succeeded by the present incumbent, Hon. Thomas C. Miller. It has been the aim of these gentlemen to improve the schools under their supervision in every possible manner, to multiply their number and increase their material appointments, and, as far as they were able, to coordinate every branch of public education into one comprehensive, harmonious, and progressive system.

In doing this they have collected and disseminated educational news and statistics and have created a healthy public sentiment in behalf of this system; they have striven to elevate the standard of usefulness and scholarship among the teachers; they have established courses of study in the interest of both teachers and pupils. Under their supervision the work of recent years has been one of steady and satisfactory progress.

Perhaps during no period of the State history have the teachers been so eager to advance in professional attainments, and the pupils have reaped the benefits of this advancement. The teachers who formerly "kept school" for the money there was to be earned have almost entirely disappeared, and in their places are many energetic, faithful workers who have devoted their lives to the cause of public education. Trustees and school officers have also taken a deeper interest in educational matters, and the people have been more liberal in providing funds and buildings for school purposes. They have learned by experience that the education of the youth is a matter of supreme importance in every community, and the institutions established for this purpose have been objects of their most earnest solicitude.

The number of high schools has increased from 20 in 1890 to 39 in 1900. The number of graded schools during the same period has increased from 161 to 813; the number of common schools, from 4,784 to 5,186, and the total number of schools from 4,965 to 6,038. The number of schoolhouses in the same time has increased from 4,814 to 5,916, and many of these newer buildings have been erected at great expense and on plans adapted to modern methods of teaching.

Not only have the country schools been benefited by wise supervision, by the increase in the length of the school term, and by the employment of teachers better educated and better prepared for school work, but the schools of the larger towns and cities have also felt the effects of the increased interest in educational matters. The building up of these larger schools with longer terms and better educated teachers and greater facilities for instruction through local expenditures and under municipal protection is a proof of the wisdom of

a system which encourages local aid in connection with public instruction.

The unification of the school system of the State has been advanced in recent years, and the different grades of schools have been brought into a closer relation. This has been done principally by the adoption of the accredited school system by the university, the establishment of the academic courses in the normal schools, and the enlargement of the courses in the graded and high schools. Progress has been so marked in this direction that in the university catalogue for 1900-1901 a list of thirty accredited public and private institutions in West Virginia and ten in other States is given, from which institutions certificates are accepted in place of entrance examinations.

The importance of institute work has also been more generally recognized in the education of public-school teachers. The legislature has appropriated funds more liberally for this purpose and competent instructors have been provided. The agent of the Peabody fund has continued to supplement these appropriations with liberal installments from that fund, the amount received from this source since 1890 being \$32,650. The appropriation by the legislature for each of the years 1901 and 1902 was \$1,000 for institute instructors and \$3,000 for additional expenses. The law requires institute attendance on the part of teachers, and this law has been generally observed. The list for 1900 shows 59 institutes with a total enrollment of 8,866.

No agencies have been more powerful in awakening and broadening the interest of teachers in educational matters. The institutes have been termed "short-term schools" for public-school teachers, and these teachers have not only been instructed in new methods, but have had their own intellectual activities quickened. In these meetings for conference and discussion information has been furnished upon subjects connected with the work of instruction, views have been exchanged upon educational topics, plans and methods for carrying out the requirements of the class rooms have been adopted, and instructive and inspiring lectures have been delivered. These "short-term" schools have been powerful agencies in advancing the cause of public education, and have become a permanent feature of the public-school system.

The annual meetings of the West Virginia Educational Association have also been a source of much benefit to those who have attended, and the papers, lectures, and addresses have been full of interest for all classes of teachers. The meetings have been well attended, and have been conducted by persons of well-known ability and successful experience in school work.

The West Virginia School Journal has continued to perform an important part in the educational development of the State, and its influence was never greater nor more successfully exerted than at present. It is the official organ of the department of public instruc-

tion, and its editor is the State superintendent, and through its publication of programmes, decisions, interpretations of school laws, and news of interest to teachers generally it has become a valuable source of information upon all educational topics. It has adhered faithfully to the purpose of its founders, as follows:

The School Journal proposes to keep abreast of the times, and whatever is found by experience to be good we shall lay before our readers. We shall avoid stale and exploded dogmas of a former age, as well as the chimerical novelties of the present. We hope to give the best approved methods of instruction and systems of discipline. The freshest school news from all parts of the State will be given. Correspondence from each of our educational institutions will appear regularly. The official department will form a very important feature to school officers, as the public announcements and constructions of the school law emanating from the State superintendent's office will appear in each number, under the hand of the superintendent.

Funds for the support of the common schools have been more liberally provided since 1890, and the result has been better facilities for instruction in the way of buildings and equipment. The school fund or "irreducible school fund," as it is commonly called, which is made up from funds derived from various sources as provided for by an act of the legislature, has increased in amounts during the five years preceding 1901 as follows:

1896	\$41,007.88
1897	38,523.74
1898	50,531.34
1899	45,319.18
1900	48,036.71

The condition of this fund on July 1, 1900, was: Total investments in bonds, loans, and stocks, \$527,500; balance in banks known as State depositories, at 3 per cent interest, \$505,420.32; making the total amount \$1,032,920.32. This fund is managed by the board of school fund, composed of the governor, State superintendent, auditor, and treasurer. The interest-bearing securities yield from 4 to 6 per cent annually. The interest received from the investments of this fund is paid into the general school fund, and as a part of that fund is used for the support of the schools.

The general school fund or distributable fund is made up by a levy of 10 cents on the \$100, the net proceeds of all fines, the proceeds of the capitation tax, and the interest on the irreducible fund, as stated above. This fund, after the deduction of certain salaries and expenses, is apportioned to the counties of the State in proportion to their population. The gross amount of the general school fund for the five years ending with 1900 was as follows:

1896	\$395,020.17
1897	364,119.72
1898	397,044.36
1899	364,201.90
1900	411,204.94

The chief source of the revenues derived for the support of the public schools is the local levies, which make up the teachers' and building funds. The receipts of the first-named fund for 1900 were \$1,511,105, and the total amount of the salaries paid to the teachers was \$1,213,490. The total receipts of the building fund for the same year were \$821,018, and the disbursements were \$691,724. The amounts given, therefore, in the general school fund, the teachers' fund, and building fund, with the addition of the amounts appropriated for the university and the normal schools and for institute work in any year, represent the total cost in that year of maintaining the various public institutions in the State for educational purposes. A reference to the following statistics will indicate the growth of the common-school system for a period of ten years.

Public school statistics.

Year.	Number of schools.	Number of teachers.	Enumeration of youth.	Enrollment of youth.	School fund.	General school fund.
1890	4,965	5,491	225,425	121,054	\$281,011	\$281,421
1900	6,029	7,057	297,591	222,343	1,052,925	411,594

It is evident that with the continued development of material wealth in West Virginia, and the multiplication of new industries within her borders, and the population constantly increasing, the needs of the public-school system will increase with astonishing rapidity, and it should be the pride of the citizens to provide abundant means in order that this demand for both common school and higher education may be satisfied.

DENOMINATIONAL AND MISCELLANEOUS INSTITUTIONS.

BETHANY COLLEGE.

This institution, founded more than sixty years ago by Alexander Campbell, continues to take a leading part in the educational development of the State. Its splendid work in the education of evangelists, pastors, teachers, and others has been prosecuted with vigor during the last decade, and with the opening of the new century a still more energetic policy for the future has been inaugurated. The improvement of the public-school system and the remarkable growth of the normal schools and university have somewhat diminished the local patronage of the institution, but the excellent character and thoroughness of its work have never been questioned. Many of its students have always come from other sections of the country, and these graduate from its walls well equipped to enter the various pro-

essions as well as the trades and occupations of life. It may still be said in the words of the poet:

No sweeter air, no brighter scene,
Shall e'er be found the wide world o'er
Than that upon the college green
Or 'round old Bethany's classic door.

Come walk within her classic shades,
And drink her waters sweet and pure.
No blighting sun her chaplet fades!
Do thou a leaf from it secure.

The semicentennial jubilee of the college was celebrated in 1891, and in the following year Dr. Hugh McDiarmid succeeded Rev. Archibald McLean as president and served five years. Prof. B. C. Hagerman then served until 1899, when he was succeeded by Rev. J. M. Kearsey, whose office was of short duration. In 1901 Rev. T. E. Cramblet became president. With President Cramblet are now associated 13 other instructors. These instructors have studied in the best institutions of higher grade in this country. Some have pursued advanced courses in Europe. All are familiar with the best methods of instruction, are enthusiastic in their work, and are inspired by the illustrious examples of their predecessors. While they are loyal to the traditions of the past, yet they have recognized the value of modern methods and appliances in their classrooms. The largest enrollment of students in any one session in the history of the college was 176. In 1902 it is larger than at any time during the last six years.

The courses now offered include the following: Classical, oratorical, scientific, literary, ministerial, normal, English, art, and music. A business department has also been organized, and facilities are offered for the study of engineering. The fullest opportunities are offered to obtain a liberal education.

In addition to the regular work of the year, a special summer term to continue seven weeks has been announced for 1902. During this term classes for teachers, preachers, and college students generally will be conducted. It has been decided also to establish a summer assembly for preachers, teachers, Sunday-school workers, and others, and this will be conducted during the last two weeks of the summer term. All these announcements are in line with the vigorous policy recently adopted, and are intended to increase the efficiency and influence of the institution.

The material interests of the college are also being looked after. In 1890 Phillips Hall, a commodious dwelling, with accommodations for 70 young ladies, was erected through the liberality of Hon. Thomas W. Phillips, of Newcastle, Pa. About this time also Pendleton Heights, the home of the president, with 13 acres of ground, passed

into the possession of the college as a gift from President Pendleton. More recently the main building has been renovated and repaired, and new furniture and appliances for teaching added. In 1892 75 acres of excellent coal land was acquired.

The endowment fund is now \$85,000. An effort is being made to increase this to \$100,000 before the end of the present session. It is the earnest wish of every friend of Bethany that this effort will be successful and that during the earlier years of the new century the material interests of the institution will be so advanced that there will be rendered possible a still further extension of its educational influence and power.

WEST VIRGINIA CONFERENCE SEMINARY.

This institution was opened September 3, 1890, with Rev. B. W. Hutchinson, president, and F. B. Trotter, J. F. Ogden, and Miss Emma B. Tavenner, instructors. Forty-three acres of land had been purchased, at a cost of about \$5,000, and a building had been erected at a cost of \$35,000. Dr. Hutchinson has described his coming to Buckhannon in July, 1890, in the following words:

I came to beautiful Buckhannon on the narrow-gauge railroad, five or six hours on the way from Clarksburg, and found one empty building—except for some carpenters' shavings and other débris showing the finishing touch of the builders—standing in a field apart from the village, with an old-fashioned rail fence in front of what is now the ladies' hall. There was no bell, no chairs of any kind, no books, no apparatus, no pianos, no window shades, no catalogues, courses of study, announcements, and, most serious of all, no students, although several teachers had been chosen.

In spite of these difficulties the school was opened in September following, and during the first term 70 students were in attendance, and before the first year was ended the enrollment reached 201. In October, soon after the school was opened, the enterprise was dedicated by the Methodist conference, which went from Weston in a body to Buckhannon for the purpose, the address being delivered by Bishop Foss.

The institution being in debt to the amount of \$20,000 on account of the purchase of land and the erection of the building, special efforts were made to raise a sufficient sum to liquidate this indebtedness, and in December, 1893, a jubilee service was held in the chapel to rejoice over the success of these efforts. Still further improvements were undertaken, and in 1895 a Woman's Hall was completed and furnished at a cost of \$22,000. The same year a law was passed by the State legislature granting State certificates to the graduates of this institution.

Rev. B. M. Hutchinson acted as president until 1898, and Rev. S. L. Boyers from 1898 until 1900. Rev. John Wier, D. D., is now the efficient head of the institution, and Prof. Frank B. Trotter the efficient vice-president.

During the first years of its history only preparatory courses were offered, but these courses have since been so enriched and strengthened that the graduates now are admitted into the higher classes of the best colleges and universities, and many earn the degree of A. B. in one and two years after admission. It is the intention to make still further additions to these courses and grant degrees for the work accomplished.

The time is propitious for this advancement. The buildings are admirably adapted for the purposes intended, and the different departments of instruction are well equipped for advanced work. The faculty numbers 15 members, and most of the members are graduates of the best institutions in the country. The enrollment of students in 1901 was 488, and the number for 1902 will be greater. An effort is now being made to increase the endowment fund, and the authorities are working upon plans by which it is expected that \$100,000 will be obtained by January 1, 1903.

The influence of the institution has always been preeminently Christian, and religious instruction finds its proper place in the curriculum. It is earnestly desired by the friends of education that this material and intellectual growth and development will continue, and that the seminary will remain a center, not only of mental activity, but also of religious fervor and spiritual power.

SALEM COLLEGE.

Salem College, situated at Salem, was organized January 21, 1889, under the control of the Seventh Day Baptist Educational Society. Although organized under the control of that denomination, yet people of all religious faith joined in the enterprise and contributed to its support. Students of all creeds find a hearty welcome to its halls. The organization of the school was the result of a desire on the part of the people to secure better advantages for the youth in lines of higher education. After much consideration in two or three sessions of the Seventh Day Baptist Association, subscription lists were started, and soon a stock company was organized with a charter granted by the State.

The college has no endowment, and all deficiencies have been met from year to year by the gifts of the people. Only about one-third of the funds necessary for the running expenses are derived from the fees and tuitions of the students. A considerable endowment has been provided for in the wills of several friends.

Rev. J. L. Huffman was the first teacher, conducting the school in rented rooms until the college building was completed. In 1890 Rev. S. L. Maxson, A. M., became president, and he was succeeded in 1892 by Rev. Theodore L. Gardiner, D. D., who still remains at the head

of the institution. With him at present are associated six other instructors.

The school is supplied with a library of 2,400 volumes and is equipped with apparatus and instruments for instruction in scientific subjects. It possesses a splendid cabinet of specimens for work in geology, natural history, and archaeology.

There are four courses of study, the ancient classical course leading to the degree of bachelor of arts, the modern classical course leading to the degree of bachelor of philosophy, the scientific course leading to the degree of bachelor of science, and the State normal course.

The annual registration of students is about 250. More students attend during the spring term than during any other. Many of these students are teachers who are employed during the fall and winter. The college has done a great work for the youth of the central part of the State and has gained a reputation for thoroughness and efficiency. The administration of Dr. Gardiner has been very successful, and just before sailing for the Orient, February 8, 1902, in the interests of the college, he wrote as follows:

It has been with us in the college a literal walk by faith and we have seen many dark days, owing to financial embarrassments, but in a marvelous way the blessed "ministry of education" has been supported.

BROADDUS CLASSICAL AND SCIENTIFIC INSTITUTE.

This institution was moved to Clarksburg from Winchester, Va., in 1876, and after a successful career of sixteen years in its new location was closed in 1892 for financial reasons. At that time it belonged to a private corporation. In 1893 it was reopened as Broaddus Classical and Scientific Institute under a charter granted to trustees appointed by several local associations of the Baptists of the State, thus becoming a denominational institution.

In 1893 the property of the institute consisted of 1 acre of land, upon which were two buildings, a chapel and a dormitory, whose first floor was used for recitation rooms. This property was valued at \$17,000.

In 1900 almost 9 acres of land adjoining the old campus was purchased, and in 1901 Payne Memorial Hall was erected. This is a dormitory for girls, with the first floor set apart for recitation rooms. The value of the property is now about \$75,000. Since the reorganization the following persons have been principals: W. F. Reynolda, H. A. Liebig, Bertha B. Stout, and S. E. Swartz. Dr. Swartz is now at the head of the institution.

The school is coeducational, and the present enrollment is 150. Three courses of study are offered—scientific, classical, and normal. The object of these courses is twofold, to prepare the student for entering college and to give to those who can not take the college

course such work as will prepare them for the active duties of life. An effort is now being made to increase the endowment fund, and a considerable sum has been subscribed conditioned on \$25,000 being subscribed before July, 1902.

LEWISBURG FEMALE INSTITUTE.

The most notable event in the history of this institution in recent years occurred in 1892, when the stockholders turned over the property to the Presbyterian Church. There was then donated \$11,000 to the school by its friends, and an era of material progress was inaugurated. Additional ground was purchased, a large four-story brick building was erected, and a new and more complete supply of furniture, pianos, and apparatus were provided for more complete work in all the departments. During the last ten years \$17,000 has been expended in additions and improvements.

Rev. R. L. Telford is now the efficient head of the institution, and with him are associated 12 other instructors. There are primary, academic, and collegiate courses of study, the first named being maintained merely for the convenience of local patrons.

In the collegiate department the school system is in vogue, and certificates are awarded to the graduates in each of the eight schools. Eight of these certificates entitle the student to the diploma of the institution.

On December 16, 1901, the buildings of this school were destroyed by fire. Immediate steps were taken to raise the money for the erection of new buildings, and plans for three buildings, to cost \$60,000, have already been approved by the trustees. It is expected that these buildings will be ready for occupancy on or before October 1, 1902.

MORRIS HARVEY COLLEGE.

This institution is under the control of the Methodist-Episcopal Church South. It was incorporated as Barboursville Seminary in 1888, under the direction of Rev. T. S. Wade, D. D. With the cooperation of the citizens he obtained valuable property with buildings for school purposes in the town of Barboursville. During the fourteen years of the existence of this institution there have been frequent changes in the faculty and the following persons have been president: Rev. T. S. Wade, D. D.; R. W. Douthat, Ph. D.; Rev. J. M. Borland, D. D.; J. F. Marshall, A. M.; T. C. Atkeson, Ph. D.; Rev. Z. Meek, D. D.; Rev. S. F. McClurg, D. D.; D. W. Shaw, A. M.

The course of study is similar to that of institutions of like grade. Special attention is paid to the modern and ancient languages, English, science, and mathematics. Recently the institution has received a number of gifts, and is now out of debt and has money in its treasury. In consideration of a gift of over \$6,000 recently by Mr. Morris

JOHN H.

Harvey, of Fayetteville, the name was changed from Barboursville College to Morris Harvey College. With D. W. Shaw, the president, are at present associated 9 other instructors. The future prospects were never more encouraging.

LINSLEY INSTITUTE.

The Linsley Institute, under the direction of Lieut. B. C. Dent, United States Navy, continues to be one of the best preparatory schools in the State. In 1890 Prof. John M. Birch, formerly United States consul at Nagasaki, Japan, took charge of the school, and the largest attendance in the history of the school was reported. For nine years Professor Birch remained at the head of affairs, and during that time a high standard was always maintained. In 1899 he was succeeded by Lieut. B. C. Dent, with whom at present four other instructors are associated.

In 1899 by special act of Congress an officer of the United States Navy was assigned for duty at this institution, and during the following year an armory was erected. At that time the reorganization of the cadet corps took place, and since then military science has received considerable attention.

The courses of study at present are arranged to afford a thorough preparatory course for boys desiring to enter college. For this purpose the entrance requirements of the leading colleges and universities are embodied in the curriculum. Three courses are offered—classical, Latin scientific, and scientific. There is also an advanced course for students desiring to enter the sophomore class in college and a partial course for students desiring to complete only a part of the work.

The enrollment of students for 1901, the eighty-eighth year in the history of the school, is 112. An effort is being made to secure an additional endowment to the amount of \$30,000, and should this sum be secured extensive improvements will be made and a new building will probably be erected.

STEPHENSON FEMALE SEMINARY.

This institution was established in 1882, and is located at Charlestown. Rev. C. N. Campbell, the present principal, took a prominent part in the promotion of the enterprise. With him at present are associated three other instructors. There are accommodations in the building for about 25 boarders and 60 day scholars. The average enrollment is about 50. The subjects taught are those usually offered in schools of similar grade, and in addition courses are offered in music, art, elocution, and stenography.

The school is not under ecclesiastical control, but the principal is a Presbyterian minister and most of the teachers belong to the same church. The following item in regard to the standing of the institu-

tion was written in 1895, by Hon. William L. Wilson, ex-Postmaster-General:

I take pleasure in recommending to the general patronage the Stephenson Seminary. I was myself a pupil of its principal, Rev. C. N. Campbell, some years ago at the Charlestown Academy, and know him to be a good scholar, a faithful and conscientious teacher. The success of his seminary has been marked from its establishment, and with its fine building and other equipments, it should have a vigorous and prosperous career. I believe it merits the patronage of our own and other communities.

ALLEGHENY COLLEGIATE INSTITUTE.

This institution, located at Alderson, was opened in 1889, and for a number of years had a varied career. The building and grounds cost \$12,000.

In 1893 Rev. C. A. Brown, A. M., became the principal, and he served in that capacity three years. He was succeeded in 1896 by Rev. W. S. Anderson, A. M., who has continued to serve until the present. The course of study has been improved from year to year, special attention having always been given to the preparation of students for the higher institutions of learning. The school is on the accredited list of the West Virginia University.

The institution is coeducational, and in 1899 a building was erected at a cost of \$3,000 for the accommodation of female students. While not denominational, yet the school is under Methodist influence, and the church people are now raising a fund for its benefit. The main financial support is derived from the fees of the students. The enrollment of students in 1902 is 85, and the number of instructors is 5.

POTOMAC ACADEMY.

Potomac Academy is one of the oldest schools now in successful operation in West Virginia. It was founded in 1850 by William Henry Foote, the author of Foote's Sketches of Virginia, and of other books of literary and historical importance. From the death of the founder until September, 1901, the school was under the control of the Presbyterian Church of Romney, but it is now under the control of the Winchester Presbytery of the Synod of Virginia. While Christian influences predominate, the institution is not sectarian, the patronage being somewhat evenly divided in respect to the various denominations.

Prof. J. Ellis Hodgson, a graduate of Washington and Lee University, is the present principal, and the faculty is composed of 6 members. The enrollment for 1901 was 74. Instruction is given in the primary, intermediate, and higher branches, and also in art and music. The design of the school is to prepare students for college or business life. The building is a large, substantial brick structure, and

the grounds are sufficiently large for school purposes. The following historical item is taken from the annual catalogue:

Over fifty years ago Rev. William Henry Foote, D. D., a graduate of Yale and a distinguished Presbyterian divine as well as a noted author, founded in his wisdom and philanthropy at Romney, W. Va., in the county of Hampshire, the school of classical learning, now known as Potomac Academy. Under the efficient management and sound administrative ability of the founder, the school at once sprang into prominence, received the most liberal patronage, and entered upon a career that has since enabled it to contribute in no small degree to the solid and substantial prosperity of a widespread community in this and other States.

The academy has, therefore, completed fifty-odd years of its history, and continues to-day full of life and vigor, receiving the unstinted financial and moral support of the same sections of country that first contributed to its remarkable success, while it has made new friends and extended its influence and patronage in many directions.

PRINCETON ACADEMY.

This school is under the auspices of the Southern Methodist Church, and is located at Princeton, in Mercer County. It has been in existence eighteen years, and it has grown from year to year in equipment and numbers. It is not a primary school, nor does it profess to do college work. Its work is of a twofold character—to prepare young men and women for the higher institutions of learning and to give such instruction in the normal-school branches as will fit its students to become teachers in the public schools.

In addition to a large and well-constructed building for school purposes, there are two boarding houses for the use of the students—one for young men and the other for young ladies. Being a boarding school, the enrollment is limited to about 100 pupils. Rev. C. A. Brown, A. M., is the present principal, and the faculty is composed of 6 members. The school prides itself not only on the thoroughness of its work, but also on its healthful surroundings. Dr. Isaiah Bee, the physician, in the catalogue for 1901 states that there has not been in the town of Princeton a death from diphtheria, scarlet fever, dysentery, croup, pneumonia, meningitis, measles or its sequelae, and no malaria for thirty years, and only two deaths from typhoid fever within that period.

THE ALDERSON ACADEMY.

The Alderson Academy is an institution founded by Baptists in the year 1901 for the academic education of boys and girls. It is situated at Alderson, in Greenbrier County. Its property consists of a large three-story building, containing 35 rooms completely furnished, and is admirably adapted to its purpose. The building is surrounded by a fine campus of 3 acres, and the property is worth \$7,000.

The principal of the school is B. C. Alderson, A. M., and the faculty consists of 5 teachers. The enrollment of pupils for the first session numbers 100, about equally divided between boys and girls.

The aim of the school is to do only preparatory work. Its course of study is modeled after those of the best academies in the land, and it is the hope of its projectors to make it one of the leading preparatory schools of the South.

ELKINS COLLEGE.

Hon. S. B. Elkins, United States Senator for West Virginia, and Hon. Henry G. Davis recently offered to the Presbytery of Lexington a donation of \$30,000 and a suitable site if the Presbytery would raise an equal amount and establish a college at Elkins. The offer has been accepted and over \$11,000 of the amount required has already been subscribed. Rev. A. H. Hamilton is the agent in charge of the enterprise.

Winchester Presbytery has signified a willingness to join in the undertaking, and the college, when established, will be under the control of the two presbyteries.

BURNSVILLE ACADEMY.

This school is located at Burnsville, in Braxton County. It was founded in 1891 by Mr. G. M. Burns, Rev. F. L. McCue, and Dr. J. W. Kidd. The school has no endowment and is supported by the fees of the students. The number of instructors is 3, and the average enrollment of students during the past five years has been about 100. Graduates of the school are given State certificates, on the same basis as the graduates of the normal schools.

The courses are arranged to prepare students to teach in the common schools and to enter college. Since the organization of the school the following gentlemen have served as principals: C. H. Gilkeson, J. R. C. Brown, G. F. Queen, and Rev. George L. Brown.

WHEELING BUSINESS COLLEGE.

From 1887 to 1893 comprised a period during which this institution attained very great prosperity, the continued yearly increase in attendance necessitating the securing of additional schoolroom facilities. For some years following this period there was a slight decrease in the attendance of students, this having been due to the general business depression which existed at that time. During this period there were important changes made in the faculty, curriculum, and general facilities of the school. In 1898 the Moise-Stevenson Business Academy formed a combination with the Wheeling Business College by incorporation under the name of the Ohio Valley Business and English Academy, which name at the end of one year was discarded and the former title, the Wheeling Business College, was restored. Prof. J. M. Frasher has remained to the present as president of the school.

During the years following the period of depression, beginning

about the year 1898, the institution again became very prosperous, and the prosperity has continued to the present. The enrollment increased until it averages some 400 students per year, and the faculty is now composed of 16 instructors. A branch institution has recently been opened in Bellaire, Ohio, and the attendance has greatly increased from that section. In the annual catalogue for 1901-2 a list of 188 students is published who accepted positions from July 1, 1900, to July 1, 1901. The courses of study have been enlarged and improved, and the school has acquired a reputation for efficiency. Special attention is given to instruction in business methods, bookkeeping, penmanship, shorthand, typewriting, and telegraphy, but instruction is also offered in preparatory and higher English, mathematics, the sciences, drawing, modeling, and in the ancient and modern languages.

The school is now thoroughly equipped for the work it has undertaken, and under the management of President Frasher the future is bright with promise.

MOUNTAIN STATE BUSINESS COLLEGE.

Two institutions are included in this corporation, one of which was established in Parkersburg, in 1889, and the other of which was established at Cumberland, Md., in 1901. These institutions are both prosperous, and the changes and improvements recently made in the equipment insure a still greater growth. The departments of instruction are the business theory, business practice, and shorthand. These departments provide for instruction in all subjects pertaining to a business education, and also in the common English branches.

The aim, as stated, is to qualify students in the best manner, in the shortest time, and at the least expense, to successfully enter the various departments of mercantile life. The creed of the college, as stated in the catalogue, is as follows:

To establish and maintain two representative business-training schools, where business principles, manly character, and moral worth are harmoniously united with educational training to develop every manly quality and noble instinct of young manhood and womanhood for the duties of life.

Prof. A. G. Sine is president of these institutions, and the faculty is composed of a number of competent instructors.

CATHOLIC EDUCATION IN WEST VIRGINIA.

MOUNT DE CHANTAL ACADEMY, WHEELING.

This school, now so widely known, was founded in the year 1848 by the Right Rev. R. V. Whelan, D. D., bishop of Wheeling, and placed in charge of the Sisters of the Visitation. The aim of the sisters is to surround the children committed to their care with the quiet influences of the Christian home; to promote their physical well-being by regular hours, regular exercises, and wholesome food;

to adorn their minds with all the culture of our day, and their manners with the graces of the holy women of old; above all, to impress their hearts and consciences with the truths of Christianity.

Convent schools have been made the subject of much unfavorable criticism, but it is not too much to claim that Mount de Chantal has not only kept pace with modern educational methods, but that in rule and discipline, in breadth of view, and liberality of treatment she stands well ahead in the progressive host. The curriculum offers the usual courses in mathematics, physics, and astronomy, for which are provided the necessary instruments and apparatus. Mental philosophy, rhetoric, composition, literature, history, languages, and art criticism form the senior course of three years or more. These are approached by regular gradations through the middle and junior grades of three classes each, giving for the thorough course nine to ten years.

The course in literature is most comprehensive and has been favorably compared with the post-graduate work at Cornell University. It consists of a critical reading of English authors from the earliest to those of our own day, a discussion of their merits and faults, a criticism of their style, and, finally, a written estimate of each author given from the standpoint of the pupil. The course of history is conducted on much the same principles. The library of 7,000 volumes contains the works of the best writers in poetry, history, biography, and fiction. In the reading room are current numbers of the best magazines. The lectures on art criticism are accompanied by stereoscopic exhibitions, illustrating the principal types of architecture and other branches of art.

It is almost a work of supererogation to allude to the musical department of Mount de Chantal, which claims to have established and to maintain a school second to none in this country. All branches are taught on the plan of the best classical conservatories, under the direction of able teachers. Musicales are held every month, at which the pupils are required to render both instrumental and vocal numbers without the aid of notes.

The government is eminently maternal. Autocratic command and constant supervision are replaced by mutual confidence and a high regard for integrity and truth, and the young ladies are subjected to such discipline only as is essential to good order and the formation of the habit of self-control.

The academy, a noble pile, standing in its own spacious grounds of some 120 acres, crowns an eminence about 2 miles east of Wheeling. Many ladies prominent in the social life of West Virginia and other States are graduates of the institution.

The corps of instructors numbers 20. At the present time (1902) there are 104 students, representing many States of the Union. Mount de Chantal is steadily developing with the development of the State.

ST. JOSEPH'S ACADEMY, WHEELING.

This academy, for day scholars only, is situated on Eoff street, adjacent to St. Joseph's Cathedral. The building, erected in 1900, is commodious, the interior arrangements being well adapted to the educational needs of the present progressive period.

Under the auspices of the Right Rev. R. V. Whelan, D. D., bishop of Wheeling, the school was opened by the Sisters of St. Joseph September 1, 1865. The good work met with the most friendly cooperation of the residents of Wheeling and vicinity.

In September, 1891, the enrolled pupils numbered 215; the present scholastic year claims 300, a numerical increase of 85.

The staff consists of 15 instructors—4 for the course of music and 11 for the course of study. The latter includes 16 grades, constituting four departments, viz, the elementary, the course of instruction embracing 8 grades and comprising the elements of religion, language, geography, history, mathematics, art, vocal music, and elocution; the preparatory, in which 4 grades are implied and in which are taught the advanced course of the above-named studies—elementary rhetoric, practical composition, American literature, current events, German, and Latin; the commercial, which comprehends commercial law, business forms, bookkeeping, stenography, and typewriting, and which course may be substituted for the third and fourth grades of the preparatory department; the academic, consisting of a four years' study of the Catholic faith, the liberal arts, and classical literature.

Semiannual examinations take place, an average of 85 per cent being required for promotion. A monthly report of the attainments of each pupil is sent to parents or guardians, and medals for excellence are bestowed at the annual commencement. Pupils completing creditably the business course are entitled to a commercial certificate, and students finishing honorably the academic curriculum are awarded a gold medal and a diploma of graduation.

The aim of the Sisters of St. Joseph is to impart to those confided to their care a useful, cultured, and religious education, an education that will fit them for the serious duties of life and enable them to prove themselves true women of the home and faithful members of the Catholic Church.

THE ACADEMY OF THE VISITATION, DE SALES HEIGHTS, PARKERSBURG.

This institution was organized in 1864. It was founded by the Sisters of the Visitation from Georgetown, D. C., and Frederick, Md. The late Sister Mary Baptista Linton, of Georgetown, D. C., and author of the celebrated Linton Historical Charts and text-books, was the first directress of the academy. She collected a valuable philosophical and astronomical apparatus. A small library was com-

menced which has gradually grown into a collection of several thousand volumes.

There are four grades or divisions after the kindergarten—the primary, junior, intermediate, and senior or academic. Each grade comprises a two years' course, but proficiency and diligence may obtain promotion before the expiration of this period.

At present the staff consists of 12 teachers. The music school comprises about 40 pupils, and the Mason system of touch and technique is now used.

Latin is part of the ordinary course. French, German, and Spanish are elective. A studio affords advantages to those desirous of learning drawing and painting, and a china kiln facilitates the study of ceramics.

There has been no notable increase in the school during the past ten years; each year finds enrolled about 80 pupils. The number of boarding pupils has multiplied since the removal to the new academy in 1900. This new academy, costing in round numbers \$50,000, adorns the northern suburbs of Parkersburg.

ST. JOSEPH'S ACADEMY AND DAY SCHOOL, CLARKSBURG.

These schools are under the direction of the Sisters of St. Joseph and are located in the midst of extensive grounds. The handsome brick building now used for educational purposes was formerly the home of Hon. James Jackson, from whom it was purchased in 1870 by Right Rev. R. V. Whelan, Bishop of Wheeling.

In October, 1872, a boarding and day school was opened, with a corps of 5 teachers and an attendance of 70 pupils.

Some years after a large frame structure, containing four large class rooms and an exhibition hall, was erected east of the main building. Six teachers are now employed in the school and about 140 pupils are in attendance.

The plan of instruction embraces the primary, preparatory, and academic courses. The primary department comprises the first, second, third, and fourth grades, in which the primary branches are taught. The preparatory department includes the fifth, sixth, seventh, eighth, ninth, and tenth grades. In this department the usual elementary branches are taught. The academic department embraces a course of four years, and includes the studies of Christian doctrine, church history, etymology, physical geography, grammar, modern and ancient history, American and English literature, logic, natural and mental philosophy, botany, chemistry, astronomy, arithmetic, algebra, geometry, and bookkeeping. The department of music is under the direction of competent teachers, whose sole aim is to develop in their pupils an appreciation for both the classical and modern schools of music and to assist them to acquire the confidence and self-possession so necessary to the proper evolution of musical talent.

**ST. ALPHONSUS' CATHOLIC PAROCHIAL SCHOOL FOR BOYS AND GIRLS,
WHEELING.**

The school was opened in 1856, in the basement of the church. At first it was taught by lay teachers. In 1862 the education of the girls was in charge of the Sisters of St. Joseph, who also in 1884 took charge of the boys, with the exception of the senior class, which still remained under the direction of a male teacher. In 1874 a large school building was erected at a cost of \$24,000, exclusive of the value of the lot. At the beginning of the school term of 1891 the Sisters of Divine Providence, from Pittsburg, accepted an invitation to take charge of the entire school, by which body of teachers it is still managed. Within the past decade the number of pupils has increased from 340 to 565. There are at present 10 teachers.

The curriculum of this school embraces the regular elementary branches. Both English and German are taught. There are twelve grades, including natural philosophy, bookkeeping, and typewriting.

ST. AUGUSTINE'S SCHOOL FOR BOYS AND GIRLS, GRAFTON.

The first Catholic school in Grafton was organized by Rev. H. Malone, whose pastorate commenced in the year 1857. The first teacher was a layman, Mr. James Bell. Mr. Denis O'Keefe succeeded Mr. Bell, till the year 1871, when the school was intrusted to the Sisters of St. Joseph, under whose direction it still remains. There are 4 teachers and 160 pupils, a numerical increase of about 30 during the last decade. The school comprises two departments, a primary and a grammar department. In the latter a thorough instruction in all the branches that go to make a complete English education is imparted.

ST. JOSEPH'S SCHOOL, HUNTINGTON.

This institution was opened in the year 1874 by Rev. Thomas Quirk, who was the pastor of the struggling parish and the principal teacher in the school. He was assisted by various teachers, especially for the very young pupils. School and church were in the same building—a frame structure on the corner of Eighth avenue and Twentieth street. The number of children in attendance was in the neighborhood of 40. The ordinary English branches and religious instruction formed the curriculum.

Rev. John W. Werninger, who succeeded Father Quirk in 1884, continued the school in the same building. He, too, was the principal of the school, although he was obliged to avail himself of assistance.

When the new church was completed the school occupied the rear of the same. Father Werninger and his sister continued to teach until the school was put in charge of the Sisters of Mercy, about the year 1895. They were succeeded by the Sisters of Charity, who remained in charge until the year 1900, when they were replaced by the

Sisters of St. Joseph, from Wheeling. Under these various régimes the school was well graded, and an excellent common-school education imparted. To this course has quite recently been added a high-school class. There are in all 90 pupils, with three regular teachers. There are no boarders.

ST. MICHAEL'S SCHOOL FOR BOYS AND GIRLS, WHITFIELD.

This school was opened in September, 1897, and occupies the rear of the church building. One teacher, a Sister of St. Joseph, from Wheeling, is employed. The instruction embraces the grades suited for children ranging from 5 to 14 years of age. German is elective. The school is under the supervision of the reverend pastor of the church. Besides the schools and academies for girls heretofore mentioned, there are in South Wheeling a large parochial school, attached to the parish of the Immaculate Conception, and conducted by the Sisters of St. Joseph, with 185 pupils; another in Benwood, in charge of the same body of teachers, with about 165 pupils, and smaller schools at St. Joseph, W. Va., Parkersburg, W. Va., and North Wheeling, with an attendance of about 100, 95, and 40 pupils, respectively.

At the orphan homes, situated in Elm Grove, near Wheeling, the Sisters have charge of the educational training of 35 boys and 45 girls.

THE CATHEDRAL HIGH SCHOOL FOR BOYS, WHEELING.

There had been for many years a boys' school attached to the cathedral parish in Wheeling, with an attendance of about 75. It was conducted by the Sisters of St. Joseph.

In 1896 the erection of an imposing school building, costing \$30,000 exclusive of the lot, was commenced. The Xaverian Brothers, who had made an enviable record as educators in this country, were invited from their headquarters in Baltimore to take charge. They brought with them the ripe and rounded experience gained in a career of teaching in this country extending over half a century. The fine results of their work soon became apparent. With four teachers to commence, the number attending the first year was 237. These numbers have increased year by year until now (1902) the enrollment has reached 400. The teachers were proportionately increased in number. Nine brothers are now engaged on the staff. The experiment of procuring trained men to instruct boys has been such an unqualified success that the organization of other like schools in the State is only a matter of a short time.

The curriculum of studies includes those branches taught in the preparatory, commercial, and high-school departments of first-class modern schools. The brothers do not believe in the "cramming" system, so detrimental to solid progress, but ground the pupils from the very start in a thorough knowledge of the various subjects in the course.

In the preparatory department pupils are taught the essentials requisite to prepare them for the higher studies, either in the high school or commercial department. At the completion of the course it is optional with the successful pupil to enter either the commercial or the high-school department.

The commercial department aims to prepare young men for a mercantile career. The subjects taught are bookkeeping, business arithmetic, penmanship, correspondence, commercial law, stenography, typewriting, English grammar, German, etc. A commercial diploma is given at the completion of this course.

To meet the requirements of young men who intend pursuing a professional course, the brothers conduct a high-school department and have extensive physical and chemical apparatus. The branches taught include rhetoric, physics, chemistry, mathematics, civil government, physical geography, Latin, Greek, German, literature, English classics, etc. A diploma is given to the successful pupil, who is prepared to enter the freshman class in any reputable college.

Besides the regular courses there is a primary department wherein special attention is given to the younger boys, as a preparation for their entrance into the preparatory department.

As an auxiliary to the school curriculum the brothers have organized a school battalion of cadets and have occasional drills in military tactics. The uniforms worn by the boys during school hours are of a cadet-blue color and are very attractive. The necessity of military tactics as a branch of physical culture is generally conceded and needs no comment. Suffice it to say that it materially aids in giving a boy a manly bearing.

Five-and-drum corps.—The young soldiers have a five-and-drum corps as an adjunct to their battalion. This is composed of the smaller boys. The juvenile musicians are very proficient, and in company with the cadets make a splendid appearance, and elicit most favorable comment when they appear on the streets of Wheeling.

All the Catholic educational institutions hereinbefore mentioned are under the supervision of a board of examiners, consisting of the more prominent Catholic clergy of the diocese, whose duty it is to examine diligently into the management of the schools and the progress made. This board from time to time makes written reports to Right Rev. P. J. Donahue, D. D., the bishop of the diocese.

It should be borne in mind that most of the schools share the financial fortunes of the parishes in which they are organized. They receive no State or municipal aid. The parents, after discharging their obligations as citizens by paying their proportion of the municipal, county, and State taxes, voluntarily assume the additional burden of contributing to these institutions. These conditions may also explain any present deficiencies or shortcomings in the education of Catholic children in West Virginia. The rapid advance of West Vir-

ginia in wealth, development, and resources is quietly but surely easing the strain. The future for education is bright and unclouded. It is not uncommon that a reverend pastor foregoes a portion of his scanty salary of \$600 per annum to make up a deficiency in the school fund. The Sisters of St. Joseph receive about \$150 each, while the Xaverian Brothers are each paid a yearly amount of \$350, such sums covering their whole remuneration for board, lodging, and salary.

HISTORICAL SOCIETIES.

Any account of the recent educational development of West Virginia would be incomplete without an account of the work of the two societies which have been organized for the purpose of promoting the study of history and archæology and for the collection and preservation of historical and archæological materials.

In 1891 the West Virginia Historical and Antiquarian Society was organized at Charleston, chiefly through the efforts of Hon. Virgil A. Lewis. That gentleman was chosen the secretary of the society, and for seven years he served in that capacity. The success of the society is largely due to his efforts, and its collection is now the pride of the State. An annual appropriation is now made by the legislature for its support, the amount named for each of the years 1901 and 1902 being \$1,200, the money to be expended "for salary of librarian and for the purpose of collecting, purchasing, and preserving relics, books, printing, stationery, etc., the articles which may be collected by said fund to be and remain the property of the State, and to be held in trust by said society for the State." Dr. J. P. Hale is the president and Mr. R. D. Roller secretary.

The Trans-Allegheny Historical Society was organized at Morgantown in 1901. This society is the successor to the West Virginia Historical Society, which was founded at Morgantown in 1869, and which held fourteen annual meetings, the last one on June 11, 1884. The last president was Hon. Charles James Faulkner, sr.

In the reorganization of the society under another name the original scope of its activity has been extended so as to embrace the region west of the Alleghenies. In the call for the meeting for the purpose of reorganization for the 19th of June, 1901, it was stated that the "activities of this society shall be directed toward all those objects which come within the scope of similar organizations and especially toward all that pertains to the history, biography, genealogy, literature, and antiquities of the Trans-Allegheny region." The permanent organization of the society was effected December 5, 1901, and Prof. Richard Ellsworth Fast, of West Virginia University, was elected president, and Miss Lucy Celeste Daniels, secretary. All the officers chosen are well known in the State and are prominent in educational circles.

The society has begun the publication, quarterly, of the Trans-Alle-

gheny Historical Magazine, and two numbers have already been issued. The editors are Mr. Hugh Maxwell and Prof. Richard E. Fast, of Morgantown, and Boyd Crumrine, esq., of Washington, Pa. These gentlemen are thoroughly in earnest in promoting the interests of the society, and the articles already published give evidence of excellent selection and historical research on the part of the editors. In the two numbers of the magazine already published nearly 100 pages are devoted to an excellent and exhaustive article written by Prof. Myron Carleton Lough under the title Early Education in West Virginia. This article contains much material which has been carefully compiled from numerous sources, and it also contains much information which has not before been published.

STATE GEOLOGICAL AND ECONOMIC SURVEY.

The organization of the State Geological and Economic Survey, under the provisions of an act of the legislature, is in the interests of both the material and educational development of the State. The work of the survey and the preparation and publication of reports is now being actively prosecuted.

The superintendent of the survey is Dr. I. C. White, State geologist, and his name is a sufficient guaranty that the work will be prosecuted with skill and vigor, and that the enterprise will be properly managed.

Bulletin No. 1, of the survey, has already been issued, and it is a complete and valuable "bibliography of works upon the geology and natural resources of West Virginia from 1764 to 1901, and also a cartography of West Virginia from 1737 to 1901," by Prof. Samuel B. Brown, professor of geology in West Virginia University. The preparation of this bulletin involved much labor and research on the part of its author, and the information collected will be of great value to historical students and literary workers.

WEST VIRGINIA SCHOOL FOR THE DEAF AND BLIND.

This institution in recent years has received liberal support from the State and has grown rapidly in the range and character of its work. The funds for current expenses have been more than doubled, and the capacity of the buildings has been largely increased. A wing has been added to the buildings at a cost of about \$15,000, and more recently a new structure has been erected which will cost when fully completed about \$20,000.

Prof. C. H. Hill, who served as principal from 1888 until 1897, was succeeded in the latter year by the present principal, Prof. James T. Rucker.

The number of teachers in the deaf department has increased to 14, with 3 foremen in the shops; and in the blind department the number of teachers is now 8, with 1 foreman. In 1890 the enrollment of deaf pupils was 84 and blind pupils 47, making a total of 131.

In 1902 the enrollment of deaf pupils is 170 and of blind pupils 52, making the total enrollment 222.

In the deaf department the courses have been enlarged, physical training has been added, and articulation strengthened. In the blind department, in addition to physical training, typewriting has been added. It has been found that the pupils learn this branch rapidly and well. Both the literary and musical departments have been strengthened.

These improvements along both material and intellectual lines illustrate the wisdom of the board of regents in selecting well-equipped school men to administer the affairs of the institution. In no other school in the State are the advantages offered more thoroughly appreciated by the students, and the interests of no other school should be more zealously fostered and protected.

WEST VIRGINIA REFORM SCHOOL.

This institution was established by an act of the legislature in 1889, and was located at Prunytown by a commission appointed by the governor.

The first boy was received July 21, 1890. Since then the total number of boys enrolled has been 830. The present enrollment is 245, of which 213 are white and 32 are colored. The law provides that the colored boys shall be kept separate and apart from the white boys. The law also provides that boys may be committed to the institution between the age of 8 and 16, but they are often committed when they are much older. A boy's release is based upon his conduct and scholarship, the average residence being about twenty months.

No branches are taught except those usually taught in country schools. Each boy attends school one-half of the day and works the other half. The superintendents from 1889 to 1901 were C. C. Showalter, D. W. Shaw, and J. C. Gluck. The present efficient superintendent, O. E. Darnall, took charge of his office June 1, 1901. The number of officers employed is 30.

In the industrial department about fifteen trades and avocations of life are represented. Some of the more important of these are shoemaking, carpentering, printing, tailoring, engineering, farming, brickmaking and plumbing. Musical instruction has resulted in the organization of a brass band of fifteen pieces.

The school is on a military basis, each student being required to wear a uniform. The officers of each company are boys selected for the purpose.

That the institution is doing good work in the interests of good citizenship is the general belief throughout the State. Being placed under restraint at a time when discipline is necessary, and taught to obey the laws and educated for the various trades and occupations of

life, three-fourths of the boys go from the institution imbued with patriotic principles and become honorable, upright, and worthy citizens.

WEST VIRGINIA INDUSTRIAL HOME FOR GIRLS.

This institution was established by an act of the legislature passed February 18, 1897. It was located at Salem, the citizens of that town having donated a site consisting of 38 acres for the purpose. A suitable three-story brick building was erected, and the home was opened in May, 1899.

The object of the enterprise as stated in the first report of its directors is to prevent crime and to convert the wayward, lawless, and abandoned elements of society into upright and useful women. This is done by providing a home for the guardianship, discipline, and education of girls between the age of 7 and 18 years, and preventing crime by separating them from corrupting influence and improper associations.

The school which has been established is an ungraded one, and in it the girls are instructed in the common-school branches. This instruction is made as practical as possible, and in addition special attention is paid to domestic science. The regular class-room work and the practical work in the domestic-science department consume the entire time of the pupils. Much attention is also paid to the moral and religious training of the girls, and refining and elevating influences are thrown around them to counteract the evil effects of their earlier training.

Dr. Harriet B. Jones is the energetic president of the board of directors, and to her efforts the establishment of the institution is largely due. Miss Elizabeth Clohan is the efficient superintendent, and with her in the management of the home are associated three other ladies. As in every other public institution the work is hampered by lack of funds, and while 66 girls are enrolled, it is stated that 96 others are asking admission and awaiting rooms.

The institution belongs to no single denomination, but has been founded in the interest of humanity and good government. Its usefulness has been so clearly shown in the three years of its existence that it is hoped that its interests in the future may be liberally supported not only by the appropriations of the legislature but by the gifts of the people.

INSTITUTIONS FOR THE EDUCATION OF THE COLORED PEOPLE.

STORER COLLEGE.

Increased instruction in industrial subjects has been the principal change in the conduct of this school during the last decade. One male teacher now devotes his time chiefly to carpenter and furniture work, while 1 female teacher devotes all her time to instruction in

sewing and cooking. Of the 142 students who were in attendance during the year 1900, 138 of these were enrolled in some branch of the industrial department. The authorities of the institution have wisely concluded that the work of education among the colored people should not only include the training of the mental faculties, but that industrial training should receive that attention which its importance demands.

To accomplish this object a three-story building was erected in 1892, which has since been used for workshops and for kitchen purposes.

Rev. N. C. Brackett, Ph. D., who established the school and served for thirty years as principal resigned in 1897, and was succeeded by E. E. Osgood, who in turn was succeeded two years later by the present principal, Henry F. McDonald, A. M. Including the principal the faculty now consists of 7 members.

The enrollment of students has been somewhat diminished in recent years by the establishment of a public school in Harpers Ferry for colored children, and also by the establishment of schools of higher grade for colored students in other sections of West Virginia.

Three courses are now offered, the normal, academic, and industrial, and accordingly the threefold object of the institution is to train young men and women to become efficient teachers, to offer them superior advantages for obtaining a thorough education and to prepare them for entering the various trades and occupations of life.

Funds for carrying on this work are obtained from the fees and tuitions of the students and through the liberality of friends of the colored people. The State of West Virginia provides for the free tuition, room rent, and use of books for 40 or more students in the normal department. The value of the entire school property is now perhaps \$100,000, and this is being judiciously used for the purposes for which it was provided.

WEST VIRGINIA COLORED INSTITUTE.

The establishment of this institution resulted from the passage by Congress in 1890 of an act entitled "An act to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts established under the provisions of an act of Congress approved July 2, 1862." In order that West Virginia might share the benefits of this appropriation, which provided that no State should share such benefits unless adequate provisions were made for the education of the colored youth, the legislature passed an act in 1891 establishing the West Virginia Colored Institute.

The total installment for that year being \$18,000, of this amount \$3,000 was given to the institute and the balance went to the West Virginia University. This division was based upon the enumeration of the white and colored youth of school age in the State.

The \$3,000 appropriated for the institute was received for five successive years, since which time the annual appropriation has been \$5,000.

The legislature which established the school made an appropriation of \$10,000 for the erection of a building for school purposes and for the purchase of a small farm. The State board of education accordingly purchased 31 acres of land in what is known as the Cabell settlement, in Kanawha County, and in 1892 erected the academic building. The cost of the land was \$2,250 and of the building \$9,546. The first principal of the institution was Prof. J. E. Campbell. In 1894 he was succeeded by Prof. John H. Hill, who resigned four years later to enter the army. Prof. J. McHenry Jones was then chosen president, and he has remained at the head of affairs to the present.

Since the installation of Professor Jones the development of the institution has been very rapid. A dormitory accommodating 80 boys has been erected; an addition has been made to the trades building, and a wing containing five recitation rooms and an assembly hall has been added to the main building. Military and agricultural departments have been organized, and 40 additional acres of land have been purchased. New apparatus and other conveniences for teaching have been provided.

In 1892 a normal department under State patronage was organized, and the course of study accordingly corresponds with that of the normal schools. Students therefore receive instruction in normal and academic subjects as well as in practical mechanics and agriculture.

The number of instructors in 1902 is 13, and the number of students is 180. The institution is coeducational and nonsectarian, and under the administration of President Jones is doing a splendid work for the colored people.

BLUEFIELD COLORED INSTITUTE.

This institution was established under the provision of an act of the legislature passed in 1895. The act was entitled "An act to establish a high-grade school at Bluefield, Mercer County, for the colored youth of the State." It was provided in the act that there should be taught in this school such branches of learning as are taught in the preparatory school of the West Virginia University and in the normal schools of the State. An appropriation of \$8,000 was made for the purchase of a site and the erection of a school building.

In 1896 a site consisting of 4 acres was purchased, and a substantial brick building was erected. The school was opened in the autumn of this year. Prof. Hamilton Hatter was chosen principal and Miss Mary M. Booze assistant principal. Their connection with the school has continued to the present. Four other instructors have since been

employed, and the present faculty consists of 6 members. Two additional buildings have been erected—East Hall for the accommodation of the female students and West Hall for the accommodation of the male students.

It was the design of the founders of this institution that educational advantages should be afforded for the colored youth at the minimum cost. No tuition fees are, therefore, charged to residents of the State, and there are no charges for fuel or furnished rooms. The charge for boarding is made as low as possible. The enrollment has increased from year to year, being 93 for the year 1901.

Normal and academic courses of study are offered, the first being designed for the preparation of teachers for the common schools and the second for the preparation of students for college or for the various trades and occupations of life.

The female students are given special instruction in cooking, sewing, housekeeping, and other subjects in domestic science. Instruction is also given in horticulture and gardening. Appropriations are made at each session of the legislature for the support of the institution. The appropriation for 1901 for salaries and other expenses was \$7,710, and for 1902 \$6,850.

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THE HISTORY OF EDUCATION

MINNESOTA.

115

JOHN N. GREER, A. M.,
Principal of Central High School, Minneapolis.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1902.







PARTIAL VIEW OF CAMPUS OF THE UNIVERSITY OF MINNESOTA

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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., April 4, 1902.

SIR: The accompanying circular of information with the title "The history of education in Minnesota" forms one of a series covering the history of higher education in the several States of our Union which was planned and edited by the late Prof. Herbert B. Adams, of Johns Hopkins University. The authors of these circulars were selected by Professor Adams because of their special qualifications for such work. They had shown familiarity with the subject and given evidence of their command of special facilities for obtaining the necessary data.

The present circular, prepared some years since, it will be seen is the joint production of several authors who are or have been connected with the institutions whose histories they describe, the whole being arranged by Prof. John N. Greer, principal of the Central High School of Minneapolis, Minn. The document is therefore authoritative, and I respectfully recommend it for publication.

Very respectfully,

W. T. HARRIS, *Commissioner.*

Hon. E. A. HITCHCOCK.

Secretary of the Interior.

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HISTORY OF EDUCATION IN MINNESOTA.

DEPARTMENT OF PUBLIC INSTRUCTION.*

The public school system of Minnesota has from the first been unified in the department of public instruction.

The first Territorial legislature (1849) enacted a school code, in which provision was made for the appointment of a "superintendent of common schools" by the governor, to serve for a term of two years.

Upon the adoption of the State constitution the second State legislature (1860) made the chancellor of the university superintendent of public instruction *ex officio*. The third legislature (1861) enacted a general school law, in which it was provided that a superintendent of public instruction should be elected by the two branches of the legislature in joint session. In 1862 the fourth legislature repealed this provision, and made the secretary of state superintendent of public instruction *ex officio*. This law continued in force until 1867, when the ninth legislature provided that the superintendent of public instruction should be appointed by the governor for two years and confirmed by the senate.

The superintendents of common schools of the Territory were the following: Rev. E. D. Neill, March, 1851, to June, 1853; Henry F. Mastersan, June, 1853, to 1854; E. W. Merrill, 1854 to 1855; M. C. Baker, 1855 to 1856; W. S. Hall, 1856. The absence of all records and reports makes it impossible to determine when the terms of Mr. Hall ended, or whether he had a successor during the Territorial period.

The attention of the officers of this period was directed to the organization of the system, building schoolhouses, recommending suitable text-books, and encouraging good instruction.

The first report, that of Superintendent Neill for the year 1851, gives eight districts in Ramsey County, with three schoolhouses, worth \$1,600, and four districts in Washington County with no schoolhouses.

The school books recommended were Mitchell's Geography, Davies's Arithmetic, Well's Grammar, and Webster's Spelling Book. The salary of the superintendent was the same as that of the State treasurer and State auditor—\$100 per annum.

*Prepared by D. L. Kiehle, Ph. D. Inasmuch as the history of the department of public instruction is closely identified with that of the entire State system, the full record will be found in other articles. This chapter will only record the data necessary to make the history of the department complete.

The superintendents of public instruction of the State have been as follows: Edward D. Neill, April 1, 1860, to May 1, 1861; B. F. Crary, May 1, 1861, to January 1, 1862; David Blakely and H. C. Rogers (secretaries of state ex officio), January 1, 1862, to April 1, 1867; Mark H. Dunnell, April 1, 1867, to August 1, 1870; Henry B. Wilson, August 1, 1870, to April 5, 1875; David Burt, April 5, 1875, to September 1, 1881; David L. Kiehle, September 1, 1881, to September 1, 1893.*

The first report of the superintendent of public instruction, for the year 1860 by Edward D. Neill, is important in that it naturally includes the outlining of the system and recommendations bearing upon the future policy of the State in the conduct of education. The schools at this period being under the supervision of a man of learning, enthusiasm, and positive convictions, we see in this report lines clearly drawn which have been followed by his successors.

Of this report may be noted the following recommendations:

1. Provision for county superintendents of schools. The existing plan of township supervision was utterly inadequate.

2. It was recommended that the district system under which a pupil could attend school beyond the boundaries of the district in which his parents or guardian reside should be abandoned and the civil township be made the unit of organization.

3. That the school fund should be distributed according to the scholars of the township and not according to the number of persons.

4. That a uniform series of text-books should be provided for the State.

5. That school libraries should be provided by aiding districts in getting them at wholesale rates.

6. A series of text-books was recommended for the use of schools, as provided by statute.

The administration of Mr. Dunnell was the first under the present law. He immediately undertook the more complete organization of schools by a revision of school registers and the preparation of a complete set of blanks for the use of teachers and school officers.

He appointed and held meetings with school superintendents which greatly increased popular interest in schools. He organized teachers' institutes for the rural school teachers, and by his personal attention to these and his addresses made them powerful for good.

The resignation of Mr. Dunnell was followed by the appointment of Mr. Wilson, who served till the expiration of his third term. Mr. Wilson brought to the office the scholarship of a professor in mathematics and the practical experience of a county superintendent of schools. He followed with energy the lines of organization and institute instruction as he found them. His service to the State was felt in the enlarged powers and increased duties of his office conferred by

* William W. Pendergast, September 1, 1893, to January 1, 1899; John H. Lewis, January 1, 1899, to January 1, 1901; John W. Olsen, January 1, 1901, to date (1902).

legislatures upon his recommendation. Mr. Wilson made five reports, which are of permanent value for the able discussions they contain of the leading topics of school management.

David Burt succeeded to the office April 5, 1875, and continued until his resignation, September 1, 1881, a few weeks previous to his decease, which occurred September 24, 1881. Mr. Burt came to the office from the county superintendency and for six years diligently fostered every department of the educational system. He was a man of scholarly ability, of penetrating and clear intelligence, and able to compass the whole system in its purpose and plan and equally able to appreciate all details in application of principles. He therefore did as valuable service as a regent of the university as in the conduct of institutes for common schools. He urged and secured the enactment of the law apportioning State school funds according to scholars attending instead of the mere census of persons of school age.

He made vigorous but unsuccessful opposition to what has been known as the State school text-book law, which provided for the selection of a series of schoolbooks and a fifteen-year contract for the supplying of these to the schools of the State.

Succeeding Superintendent Burt was D. L. Kiehle, principal of the State normal school, St. Cloud, and previously county superintendent of schools in Fillmore County, Minn. He was fortunate in coming into this office just as the State was maturing into social and financial power and prepared to organize and sustain all departments essential to a complete educational system. Taking the work as it came to him, the following are the more important measures adopted as parts of the school system upon his recommendation:

1. The more complete organization of institute instruction by which, with an increase of the State appropriation from \$3,000 to \$7,000 and a special conductor provided by each of the normal schools, each county of the State has been provided with an institute annually.

2. A State tax of 1 mill has been established, which increases the school fund annually appropriated to about \$1,000,000.

3. A public school library law has been passed, which provides (1) for the selection of a choice list of books by a special commission consisting of the State superintendent of public instruction and the presidents of the four State normal schools; (2) a payment by the State, up to \$20, of one-half of the first order for books selected by a district, up to \$10 of one-half of the second order, and up to \$5 of one-half of any subsequent order, and (3) an annual appropriation of \$10,000 to meet the requirements of the law.

4. A system of summer training schools of four weeks each with a present annual appropriation of \$5,000.

5. The reorganization of the State high-school system, as explained elsewhere, by which free secondary tuition is provided in about 100 State high schools, preparatory to the university and the professional schools.

Chapter I.

THE COMMON SCHOOLS.

Prepared by SANFORD NILES.

ORGANIC ACT OF MINNESOTA.

The germ of our public school system is found in the "Organic act of Minnesota," passed by Congress March 3, 1849. Section 18 of this act reads as follows:

And be it further enacted, That when the lands in said Territory shall be surveyed under the direction of the Government of the United States, preparatory to bringing the same into market, sections numbered sixteen and thirty-six in each township in said Territory shall be, and the same are hereby, reserved for the purpose of being applied to schools in said Territory and in the State and Territories hereafter to be erected out of the same.

ACT AUTHORIZING A STATE GOVERNMENT.

In the act authorizing the formation of a State government, passed February 26, 1857, the following proposition was offered to the convention* of the people of the State for their free acceptance or rejection, which, if accepted by the convention, was to be obligatory on the United States and on the State of Minnesota, to wit:

That sections numbered sixteen and thirty-six in every township of public lands in said State, and where either of said sections, or any part thereof, has been sold or otherwise disposed of, other lands, equivalent thereto and as contiguous as may be, shall be granted to said State for the use of schools.

This proposition was promptly accepted by the convention which framed the constitution.

PROVISIONS OF THE CONSTITUTION.

SECTION 1. *Uniform system of public schools.*—The stability of a republican form of government depending mainly upon the intelligence of the people, it shall be the duty of the legislature to establish a general and uniform system of public schools.

SEC. 2. *Proceeds of sales of school lands.*—The proceeds of such lands as are or hereafter may be granted by the United States for the use of schools within each township in this State, shall remain a perpetual school fund to the State, and not

* Constitutional convention.

more than one-third of said lands may be sold in two years, one-third in five years, and one-third in ten years; but the lands of the greatest valuation shall be sold first: *Provided*, That no portion of said lands shall be sold otherwise than at public sale. The principal of all funds arising from sales, or other disposition of lands, or other property, granted or intrusted to this State in each township for educational purposes, shall forever be preserved inviolate and undiminished; and the income arising from the lease or sale of said school land shall be distributed to the different townships throughout the State, in proportion to the number of scholars in each township between the ages of five and twenty-one years, and shall be faithfully applied to the specific objects of the original grants or appropriations.

Investment of proceeds of school lands.—Suitable laws shall be enacted by the legislature for the safe investment of the principal of all funds which have heretofore arisen or which may hereafter arise from the sale or other disposition of such lands, or the income from such lands accruing in any way before the sale or disposition thereof, in interest-bearing bonds of the United States or of the State of Minnesota, issued after the year 1860, or of such other State as the legislature may by law from time to time direct. Adopted November 5, 1875.

Sec. 3. *Public schools in each township in the State.*—The legislature shall make such provisions, by taxation or otherwise, as, with the income arising from the school fund, will secure a thorough and efficient system of public schools in each township in the State.

No public money to be used for sectarian schools.—But in no case shall the moneys derived as aforesaid, or any portion thereof, or any public moneys or property, be appropriated or used for the support of schools wherein the distinctive doctrines, creeds, or tenets of any particular Christian or other religious sect are promulgated or taught. Adopted November 6, 1875.

Sec. 5. ART. 8. *School funds loaned to districts.*—The permanent school funds of the State may be loaned upon interest at the rate of five per cent per annum to the several counties or school districts of the State, to be used in the erection of county or school buildings. No such loan shall be made until approved by a board consisting of the governor, the State auditor, and the State treasurer, who are hereby constituted an investment board for the purpose of the loans hereby; nor shall any such loan be for an amount exceeding three per cent of the last preceding assessed valuation of the real estate of the county or school district receiving the same. The State auditor shall annually, at the time of certifying the State tax to the several county auditors, also certify to each auditor, to whose county, or to any of the school districts of whose county any such loan shall have been made, the tax necessary to be levied to meet the accruing interest or principal of any such loan, and it shall be the duty of every such county auditor forthwith to levy and extend such tax upon all the taxable property of his county, or of the several school districts, respectively, liable for such loans, as the case may be, and in all such cases the tax so assessed shall be fifty per cent in excess of the amount actually necessary to be raised on account of such accruing principal or interest. It shall be levied, collected, and paid into the county and State treasuries in the same manner as State taxes, and any excess collected over the amount of such principal or interest accruing in any given year shall be credited to the general funds of the respective counties or school districts. No change of the boundaries of any school district after making any such loan shall operate to withdraw any property from the taxation herein provided for; nor shall any law be passed extending the time of payment of any such principal or interest or reducing the rate of such interest, or in any manner waiving or impairing any rights of the State in connection with any such loan. Suitable laws, not inconsistent with this amendment, may be passed by the legislature for the purpose of carrying the same into effect. Adopted November 2, 1896.

SEC. 7, ART. 7. *Who are eligible to office.*—Every person who by the provisions of this article is entitled to vote at any election, shall be eligible to any office which now is, or hereafter shall be, elective by the people in the district wherein he shall have resided thirty days previous to such election, except as otherwise provided in this constitution or the Constitution and laws of the United States.

SEC. 8, ART. 7. *Women may vote on school matters.*—The legislature may, notwithstanding anything in this article, provide by law that any woman at the age of 21 years or upward, may vote at any election held for the purpose of choosing any officers for schools, or upon any measure relating to schools, and may also provide that any such woman shall be eligible to hold any office pertaining solely to the management of schools.

FIRST SCHOOL LEGISLATION.*

The first legislative assembly met at St. Paul on the 3d of September, 1849. In his first message to the assembly Governor Ramsey said:

The subject of education, which has ever been esteemed of the first importance, especially in all new American communities, deserves, and I doubt not will receive, your earliest and most devoted care. From the pressure of other and more immediate wants it is not to be expected that your school system should be very ample; yet it is desirable that whatever is done should be of a character that will readily adapt itself to the growth and increase of the country and not in future years require a violent change of systems.

The legislature was composed of men from several different States, each having a system of public schools and a school code different in some respects from the codes of other States, and several plans were proposed and strenuously advocated; but, actuated by a strong desire to create the germ of a system of public schools at that time, all minor differences were finally laid aside, and on the 1st day of November, the last day of the session, an act to establish and maintain common schools became a law.

PROVISIONS OF THE FIRST SCHOOL CODE.

Every township containing not less than five families was made a school district, and a township containing ten or more families could be divided into two or more districts. The power to divide and form new districts was vested in the board of county commissioners.

For the support of schools the county commissioners were required to lay an annual tax of 2½ mills on the taxable property of their county; to this fund was added 15 per cent of all moneys accruing from liquor licenses and fines for criminal offenses.

In this way a county school fund was created and maintained. It was placed to the credit of the several school districts, each receiving in proportion to the number of persons between the ages of 4 and 21 years residing within its limits. Though placed to the credit of districts, no money could be drawn by them until a school had actually been held, and no portion of the county fund could be used for any

* In the preparation of the pages relating to our early school history the writer has been greatly aided by the report of State Supt. D. Burt for the year 1878.

purpose except to pay teachers. Districts were authorized to vote special taxes for building and furnishing schoolhouses and for other expenses, not to exceed \$600 for any year.

Every district chose a clerk and three trustees, whose term of office continued one year. The clerk was to collect special taxes, furnish the board of county commissioners a list of all persons between 4 and 21 years of age, and the number of months school had been taught during the year by a qualified teacher.

The trustees had the authority to examine and hire teachers, the law providing that no one should be employed—

who shall not first be examined and found qualified in moral character and ability to instruct in the required branches.

The legislature of 1851 made some changes in the law of 1849, but its leading provisions, as given above, remained in force until 1860, when several new features were added.

GRANT OF SCHOOL LANDS BY CONGRESS.

The ordinance of 1785, "for ascertaining the mode of disposing of lands in the western territory," and also the well-known ordinance of 1787 for the government of the Northwest Territory, set apart section 16 of every township for maintaining public schools. When Oregon was organized as a Territory, in 1848, section 36 was also set apart, and all Territories and States organized since that date have received two school sections in every township. Minnesota was the first State in the Mississippi Valley to receive this grant. It gave her about 3,000,000 acres of school land, much of it of excellent quality.

It was foreseen that these lands would ultimately yield a large income—

which would insure perpetuity to a system of free public schools, and they were guarded from depredation with jealous care and there was hopeful waiting for the first sales to be made.

SCHEMES FOR DISPOSING OF SCHOOL LANDS.

The convention that drafted our State constitution met on the 13th of July, 1857. Several schemes for disposing of the school lands were before it. Some held that each county should be made the guardian of the school lands within its own limits; others asked that settlements might be made upon the lands in a way that would secure to settlers the value of their improvements and the right to buy in preference to others when the lands should come into market. Another plan was to authorize the superintendent of public instruction to appoint appraisers to fix a minimum price on parcels of land to be offered at public auction; and an attempt was made—

to require in the constitution that the interest of the school fund should be applied to the following objects: To the support and maintenance of the public schools in each district, the residue to be apportioned to the support and maintenance of academies and normal schools and suitable libraries therefor.

Through the energy, intelligence, and industry of a few able men all these schemes were defeated, and the convention finally reached the conclusion that it would be best to leave the school lands in charge of the state, to be controlled by the legislature under the eye of the people. This decision is expressed in Article VIII, section 2, of the Constitution:

LEGISLATION RESPECTING SCHOOL LANDS.

Little legislation was needed until the time for offering the lands for sale, and only such acts were passed as seemed necessary to preserve the lands from depredation. By an act passed March 29, 1856, it was made a misdemeanor for any person—

to cut, fell, burn, destroy, or carry away any tree or sapling standing or growing on any fallen or dead timber upon any lands reserved, appropriated, or intended by act or resolution of Congress for the use and support of schools.

On June 23 following, the chairman of the board of supervisors of each town was authorized to sell the grass growing upon unsold school lands in his town, the proceeds to go into the county treasury for the benefit of the school fund.

In his message to the legislature of 1861 Governor Ramsey seconded the friends of education in preserving the school lands from hasty sale, and in accordance with his suggestions a law was enacted creating a State land office and making the State auditor ex officio its commissioner. The minimum price at which lands should be sold was fixed at \$5 per acre, 15 per cent of the purchase money to be paid in cash at the time of sale and the balance at any time thereafter within twenty years, at the option of the purchaser, with interest annually in advance at the rate of 7 per cent. For pine lands the whole amount was to be paid in cash at time of purchase. On other lands, chiefly valuable for their timber, 75 per cent was to be paid down. The term of payment has since been extended to thirty years, and the rate of interest reduced to 5 per cent on all contracts prior to 1885, when the rate of interest was reduced. The holder of the contract could, under the new law, secure the lower rate by agreeing that no payment of principal should be made under fifteen years.

Provision was also made for a board of appraisers in every county, so that no lands have been sold for less than the minimum established by law nor for less than their appraised value.

A law passed in 1889 provides for the leasing of State school lands in the iron region, in tracts of 160 acres or less, for one year, during which time development of mineral resources may be made. At the end of the year a contract may be entered into for a term of fifty years, the lessee agreeing to mine and ship at least 5,000 tons of ore per year, paying a royalty of 25 cents a ton to the State. Taxes are

collected on all shipments of ore at the rate of 1 cent per ton. State Auditor Braden, whose experience gives weight to his judgment, predicted that the revenue from these mineral lands would in time equal the revenue derived from the sale of all the school lands in the southern half of the State.

Since the law of 1885 authorized a reduction of interest on land contracts from 7 per cent to 5 per cent, all sales of land have been made at the latter rate. The first sales, amounting to 38,247.41 acres, were made in 1862, and sales have continued every year from that date to the present. It is estimated that 450,000 acres of surveyed lands and over 600,000 of unsurveyed lands remain unsold (1898).

The permanent school fund is derived from the sales of school lands and from the other sources named in the table below:

Permanent school fund, 1897.

ACCUMULATIONS.	
Sales of lands	\$8,807,557.84
Amounts paid on forfeitures and right of way	142,491.63
Sales of pine timber	1,887,145.84
Mineral leases	111,625.00
Royalty on iron ore	242,368.72
Profits on sales of bonds	235,782.44
Total	11,426,971.47
INVESTMENTS.	
Cash	\$281,457.52
Land contract, including \$1,833,920.44 transferred internal improvement lands fund contracts	6,466,677.98
Minnesota funding bonds, 3½ per cent	171,000.00
Tennessee settlement bonds, 3 per cent	1,017,400.00
Tennessee redemption bonds, 4½ per cent	270,000.00
Alabama consols, series A, 4 and 5 per cent	25,000.00
Alabama consols, series B, 5 per cent	54,000.00
Alabama funding bonds, 4 per cent	138,737.50
School district and county bonds, 5 per cent	1,117,408.47
Alabama, class A, 4 and 5 per cent	469,200.00
Alabama, class C, 4 per cent	16,000.00
United States, registered, 5 per cent	200,000.00
United States, registered, 4 per cent	300,000.00
Total	11,426,971.47

TAXATION FOR PUBLIC SCHOOLS.

Three forms of taxation have been required for the support of our public schools. First, the legislature fixed a rate, the levy to be made by the county commissioners, the tax to be paid into the county treasury and apportioned on certain conditions to the school districts of the county. This was called, according to its rate, the "2½-mill

tax," "the 2-mill tax," "the 1-mill tax," and also the general tax, because levied in counties by a law general throughout the State.

Second. From the first, districts have been allowed to levy a special school tax within certain maximum limits. In the earliest days this tax was collected by district clerks.

Third. The 1-mill State tax levied on all the taxable property of the State.

As we have seen, the law of 1849 provided for a county fund by requiring a levy of a tax of one-fourth of 1 per cent on the dollar. As the people had not obtained titles to their lands this tax fell mainly on personal property. There were but five organized counties at the time of the adoption of the first school code, and two years later (1851) circulars issued by the first Territorial superintendent, asking for reports of the amounts of money raised for the support of schools, brought almost no responses. However, it was found that St. Paul had apportioned \$1,055 to three districts; St. Anthony, \$665.86 to three districts; and Stillwater had paid a teacher \$360 for nine months' work, and we may presume that these sums were raised under the law of 1849.

While no mention of taxes is made in any school report between 1851 and 1859, there must have been an annual levy for most of the schools then in existence. Houston County levied its first tax in 1854, amount unknown. In 1855 Goodhue levied \$361, and Stearns, the full amount required by law. Winona, Dodge, and Olmsted began school taxation in 1856, the last-named county levying \$2,168.98. Carver levied its first school tax in 1857.

In 1859, 14 counties—Blue Earth, Brown, Carver, Chicago, Dodge, Hennepin, Meeker, Olmsted, Sherburne, Sibley, Wabasha, Waseca, Winona, and Wright—levied a total of \$24,094.37. Of this amount the collections in 1859-60 were \$19,109.04. Other counties no doubt complied with the law, but it has not been possible to secure the facts without reference to the records of each county.

In March, 1862, the rate of school taxation was reduced to 2 mills. The 24-mill tax of 1861 yielded \$79,963. Under the new rate the levy brought \$59,042, a diminution of \$20,921. This rate continued for twelve years.

The principle of this form of taxation was that the property of the entire country should be taxed for the support of its schools in proportion to the number of children to be educated.

At first the fund was used only in paying teachers, and there was no condition as to length of schools, but in 1854 the law was so changed that districts were required to have three months of school during the year in order to draw public money.

This provision of the law left districts to build schoolhouses and meet all incidental expenses by special taxation, but as some districts

complained of inability to comply with the law the legislature of 1856 passed an act for the relief of districts, allowing them to use what remained of the county fund after paying the teacher for the length of time "school was kept" and "for necessary repairs of the school-house." The act resulted in reducing many schools to three months, the shortest term allowed by law, and in the employment of the cheapest teachers, in order to avoid special taxation.

When the school lands began to yield an income it was apportioned to counties, and by them to districts, under a rule adopted in 1856 for the apportionment of the county fund, so that districts were permitted to use for any school purpose all that remained after a school of three months by a cheap teacher; and there were districts where the State fund was used for the purchase of stoves, desks, fuel, and other similar articles. In this way special taxation was wholly avoided by hundreds of districts, to the great injury of the schools. To correct this abuse the revised code of 1877 was made to contain the provision that districts should use this fund only in the payment of teachers' wages.

In 1874 the rate of general school taxation was reduced to 1 mill. It was expected that the assessors' valuations would be nearly doubled, and that, for this reason, a rate of 1 mill would still yield the income of former years at the 2-mill rate. But the 2-mill tax of 1874 was \$443,193. In 1875, under the reduced rate, it dropped to \$216,071, diminishing the fund in all the counties of the State \$227,122, and the loss was large for several years following.

PLAN OF DISTRIBUTING THE COUNTY SCHOOL FUND.

For twenty-five years the county school fund was shared equally by all persons of school age in the several districts of the county, thus equalizing the support of the schools upon the basis of wealth so far as county taxation was concerned; but the law of 1874 required the county tax to be returned to each district—the exact sum—where it had been collected. In other words, the richer portions of the county rendered no aid to the poorer; each district was left to itself, and the schools were thrown entirely upon local support so far as taxation was concerned. Rich districts had nine or ten months of school in a year on a tax of 2 or 3 mills, while many districts in the poorer sections had to raise a tax of 7 or 8 mills in order to maintain a school three or four months in the year. This mode of apportioning the county 1-mill tax has been continued to the present time (1898) but its evil effects are much less felt since the distribution of the fund arising from

THE STATE 1-MILL TAX.

Down to 1887 no State tax had been levied for the support of our public schools. In other words, Minnesota as a State had never paid

a dollar for the education of her children, but the legislature of that year enacted the following:

For the purpose of maintaining public schools a tax of 1 mill, to be known as the State school tax fund, shall be levied annually on the taxable property of the State, which shall be collected as other taxes are collected and shall be added to the general school fund, which together shall be known as the current school fund, to be apportioned as hereinafter provided.

The current school fund for 1889 was \$402,604, and for 1890 \$454,443, and the apportionment was—

to be made on the basis of the enrollment of pupils between 5 and 21 years of age who have attended school thirty days the year preceding in districts that have had at least four months' school.

All apportionments thereafter were to be in proportion to the number of scholars between the ages of 5 and 21 years who have been enrolled and have been in attendance forty days in the public schools, that have had at least a five-months' term within the year by a qualified teacher, and have reported in accordance with the provisions of law.

It will be noticed that five months is now, 1898, the minimum length of school for the year, and that pupils must attend school at least forty days to secure any portion of the school fund. This certainly is a substantial gain over the old three-months' rule with no limit as to attendance.

The State 1-mill tax added so largely to the amount of school money apportioned to the rural districts that some of them had "money to loan."* Instead of lengthening their school terms and employing superior teachers at good salaries, things were suffered to go on as before. Many districts failed to vote a special tax, and there was a noticeable willingness to let the State bear the whole burden. To encourage or, perhaps, to force people to put their "own shoulders to the wheel" the legislature added the following to the school code:

Provided, That no district shall receive from the apportionment in any given year an amount greater than that appropriated by the district from its special tax and local 1-mill tax levied in that year, unless such district is levying in such year for the support of school the maximum rate of taxation allowed by law.

SPECIAL SCHOOL TAXATION.

From the first our school code has never positively compelled special taxation. While the county fund was restricted, as it was until 1856, to the payment of teachers' wages, if schools were held,

*From 1863, when the first apportionment was made from the permanent school fund down to 1888, when the State 1-mill tax began to be available, a period of twenty-five years, the total amount apportioned was \$29.04 per scholar, or about \$1.16 per scholar each year. From 1888 to 1898, both inclusive, the department apportioned \$31.25 per scholar, or a trifle over \$3.90 per scholar for each of the eight years. The apportionment for 1897 was \$3.50 per scholar.

the districts were obliged to build schoolhouses and meet current expenses. The act of 1849 permitted districts to vote a tax but limited the amount to \$600 a year. That of 1851 allowed a special tax sufficient to meet the deficiency incurred in the maintenance of a school. Although exact reports are wanting, there is evidence that money was liberally voted.

In several counties the entire cost of the first schools was met by tuition fees. This form of taxation existed nearly three years in Winona before the first tax was levied; two years in Goodhue, and some time in Ramsey, Stearns, Carver, and Washington counties. Schoolhouses were erected at Stillwater, Marine Mills, and in St. Anthony and St. Paul by the self-taxation of citizens, in some instances before the first territorial code was passed. Enterprising communities and nascent cities were at that early day very liberal in voluntary taxation for the support of schools. It was not until later and principally in rural sections that some districts began to choose nontaxation under the liberty of the law respecting special taxes. The abortive school code of 1860 and 1861 mixed and complicated special taxation, but still left the question to a vote of the people of the district.

The intricate provisions of these two acts need not be specified since they never took practical effect. The reactionary code of 1862 stated the subject of special taxation in few words:

The legal voters, when lawfully assembled, not less than five being present, shall have power to vote an amount of money to be raised by tax on the property of the district, sufficient with the apportionment of the common-school fund (which then meant the fund raised by county taxation and moneys accruing from licenses and fines) to support a school the length of time voted by the district.

For a school of three months trustees had power without a vote of the district to levy a tax, which, added to the county fund, would cover the expenses.

There is no report of the amount of special taxation in the State for 1862 and 1863, but Superintendent Burt estimates it at about \$50,000 for each year.

In 1864 the limit of special taxation was again fixed at 8 mills on the dollar, provided that in any district in which this rate would not bring \$600 that amount could be voted.

It was afterwards provided that the rate should not exceed 25 mills. In 1865 it was enacted that in a district with less than ten voters any three of them could vote a tax not to exceed \$100, and later that five voters at a lawful meeting could vote a tax not to exceed \$200.

The law of 1878 provided that the rate for the erection of a schoolhouse in any one year should not exceed 10 mills, and that 9 mills in addition to the regular 1-mill tax should be the limit of special taxation for the support of schools in the common-school districts.

The law of 1889 provided that—

No school district shall in any one year levy a tax exceeding 8 mills on the dollar for the purpose of building a schoolhouse, or leasing or procuring a site for a schoolhouse; but any district in which the above rate will not produce the sum of \$600 may raise by a tax that sum in any one year, if the rate does not exceed 25 mills on the dollar on all taxable property of the district.

These are the limitations at this writing, 1898, in the common-school districts of the State, although the general tax law of 1894 allows a special tax of 9 mills for the support of the school or 10 mills for the erection of a schoolhouse.

The average rate of special tax, in mills, on the taxable property of the the State for the twenty-eight years ending with 1889 was 7.8+. For the six years beginning with 1890 the average rate in the common-school districts was 6.47+ mills; for the independent and special districts for the same years 12.2+ mills. In 1894 common-school districts of the State received from special tax \$1,004,603.99; from local 1-mill tax \$249 246.30; from apportionment by State superintendent \$629,241.77.

DISTRICT BONDS.

In 1866 it was enacted that school district bonds might be issued, not to be sold below par nor to draw more than 12 per cent interest. Only one-fifth of the principal, including interest, could be raised toward payment in one year. At first it required a majority of all the legal voters residing in a district to issue bonds, but when such bonds were placed on the market it was not easy to show that they had been legally voted, and in 1867 the law was so changed that two-thirds of the legal voters present at a meeting should be sufficient. It was subsequently enacted that the limit of time for which bonds could be issued should be ten years, and that ample provision should be made for the payment of both principal and interest.

These bonds were issued for the purpose of purchasing sites and for the erection, completion, and furnishing of schoolhouses. They placed a portion of the burden, which had been borne by weak and struggling communities, upon the future, gave the State a large number of good school buildings, and greatly improved the schools.

A revision of the law in 1885 made fifteen years the maximum time for which bonds could be issued and 7 per cent the maximum rate of interest.

MINNESOTA SCHOOL FUND BONDS.

In 1887 it was enacted that any school district desiring to procure a loan from the State school fund shall at a regular or special meeting vote on the following:

Resolved, That district No. —, in the county of —, State of Minnesota, hereby makes application for a loan of — dollars, to be used in paying for the erection of a schoolhouse in said district, and that the bonds of said district for the sum of — dollars be issued therefor. The vote upon such resolution shall be by ballot, and if a majority of the qualified electors voting upon such resolution shall vote in favor of it the chairman shall declare the resolution adopted. (See Art. VIII, sec. 5, constitution.)

Such loans are regarded as absolutely safe for the State when made in the careful manner required by the act, and districts are thus

enabled to procure money at a low rate of interest. In 1886 \$1,125,-155.95 was invested in school district and county bonds.

COMMON-SCHOOL DISTRICTS.

The original school code required county commissioners to regard a township as a district whenever it contained five families. If it contained ten or more families they could divide it into two or more districts. In 1851 the idea of a township as a school district was set aside, and the commissioners were required to divide the inhabited portions of their county into convenient school districts, to define their boundaries, and to have the record kept with the county auditor. On petition of a majority of the legal voters the commissioners could divide or alter a district.

This law was revised in 1860, and voters were then required to elect a town superintendent, who was to form subdistricts. But the legislature of 1861 set this law aside, and what was known as the "township system" was adopted. Every township was made a district and the board of supervisors became ex officio its officers. They were required to divide their district into convenient subdistricts; to appoint a town superintendent; and the general management of schools was placed in their hands. Each subdistrict chose a board of trustees to superintend the erection of school buildings, have charge of the furniture, apparatus, and other purely local matters subordinate to the board of supervisors. The clerk of the town was to be ex officio clerk of the school district and the town treasurer ex officio district treasurer.

A reaction took place before this system could be thoroughly tried, and in 1862 the school code was again revised, the formation and alteration of school districts again placed in the hands of county commissioners, where it has remained to this day (1898).

The privilege of petition was restored to a majority of legal voters in any district and five or more voters could remonstrate and a hearing could be demanded. A proviso was added by which one person could apply to the commissioners and be set off without a petition. In 1877 it was made possible for one-fourth of the legal voters in any district to ask for changes in its boundaries upon a petition indorsed by the county superintendent. In 1878 this provision was repealed, and it was required that a majority must sign the petition and that it must be indorsed by the county superintendent.

In 1875 the legislature undertook to relieve the lands of nonresidents in sparsely settled counties from taxation for school purposes by enacting that "no school district shall include a larger territory than 36 square miles," and that "no school tax shall be levied on real estate more than 5 miles distant from the schoolhouse." Under this law districts were actually formed containing land 8 to 10 miles from the schoolhouse and therefore not subject to taxation. In 1876 this blunder was corrected by enacting that 6 miles square should be the maximum size of districts; but this still left in many counties lands not included in any school district and not taxed for educational purposes.

Hence, in 1877, it was required of county commissioners to attach all such lands to adjoining districts. With some slight amendments

the above laws relating to the formation, alteration, and size of school districts were still in force in 1892.

As a result of this plan we have a large number of districts with not over two sections of land, and some even less. In several of the older counties the townships have on the average from eight to nine school districts. In 1880 the inhabited portion of the State had been cut up into 4,165 common-school districts; in 1891 there were 5,673, and still the subdivision continued until there were, in 1896, 6,145 common and 182 independent and special districts.

SCHOOLHOUSES—GROUNDS.

As in other new and sparsely settled communities thirty or forty years ago, the first schoolhouses were usually temporary structures. In the wooded sections they were most frequently built of logs or of rough lumber from the old-style sawmill; while on the prairies, far from timber, frame houses built of material carted a long distance were the rule, although sod houses were not entirely unknown. In the earliest days many a house was erected by contributions of labor and material, every able-bodied man and every large boy in the district "turning out" to do his part. If a log house was to be built some would fell the trees, while others with ox teams would "snake" the logs to the chosen site.

There would be a raising; then would come the shingling, the chinking and "pointing up," the laying of the floor of unplanned boards or of "puncheon," the making of seats, and the putting in of wide boards or rough box desks for the writers. Patent desks were unknown, and few schoolhouses were provided with blackboards. School grounds were as nature had made them, save that native trees were usually cut down or were left for hitching posts, soon to be killed.

The report of State Supt. B. F. Crary for the year 1861 shows that there were 466 schoolhouses in the State—7 stone, 4 brick, 220 frame, 235 log—having a total valuation of but \$78,655.

Of the character of these schoolhouses the superintendent remarks:

It would be an abuse of the term architecture to apply it to most of the schoolhouses we have seen and read of. One room, one door, two air-tight windows, no anteroom; no outhouses, "to promote a sense of decency," as our predecessor remarked; no fences, no trees, no paint, no one happy conceit or slightly beautiful thing in sight, except such as God made, are the usual characteristics of rural schoolhouses.

In 1864 the superintendent of Houston County states that—

of 39 schoolhouses in the county, 20 are built of logs. A few of these are good, but the majority are very poor affairs.

Some are built of poles, badly chinked and not plastered. Some are scarcely fit for barns or stables. One school was held in a straw-covered granary, with one door and no windows. In another the doors and windows were unclused apertures in the logs. A third was a small barn, fitted with rude seats, while a fourth was held in a dwelling house scarcely 14 feet square, with a family of six persons living in the same room.

Late in the sixties or early seventies the old schoolhouses began to be replaced by superior buildings, furnished with patent desks, black-boards of a size and quality hitherto unknown, and other modern conveniences. In the report of State Superintendent Dunnell for 1867 this is said:

I herald with extreme satisfaction that the erection of 337 school buildings in the space of one year in the State of Minnesota, at an aggregate cost of \$381,219.00, the whole amount raised by voluntary local taxation, is without precedent in the West, and, it is believed, has no parallel in the country.

From that time on villages, cities, and rural districts have continued to give much attention to school architecture, and there is probably no other State where better school buildings are found. There is, however, room for great improvement in the rural districts. In traveling over the State, outside the towns, one still finds many poor, inconvenient schoolhouses, and the number having well-kept grounds and decent outbuildings is still discouragingly small, though the annual observance of Arbor Day is doing something to improve the public taste. In 1894 273 schoolhouses were built; in 1895, 274; in 1896, 275. The whole number of common schoolhouses in 1896 was 6,230, valued at \$3,704,207. Houses in independent and special districts, 440, valued at \$9,956,290.

SCHOOL SUPERVISION.*

The Territorial school code made district trustees the examiners of teachers and visitors of the schools. Before teachers could be employed they were to be examined as to moral character and ability to teach a district school. This requirement was of little practical value, since there was no standard of scholarship and no popular demand for experience in teaching. Trustees could practice favoritism to any extent, unchecked by any higher supervision.

The legislature of 1860 provided for the election, "at the annual town meeting of the several towns, of a town superintendent of common schools," to hold his office for one year. Among other duties prescribed, the superintendent was to examine teachers, visit the schools twice each term, and give advice to the board of trustees. In many towns capable men could not be found to hold the office; and, mainly for that reason, this system of supervision became very unpopular with the people at large and with leading educators.

The school code of 1862 undertook to remedy this defect. County commissioners were required to appoint in each commissioner's district a man to examine candidates, and, in case of satisfactory results, to grant certificates good for one year in any common school of the county. This law was scarcely an improvement on examinations by trustees or town superintendents, as it left several examiners in a county, and each had a standard of his own, or no standard. If an examiner was thorough he was avoided and candidates went to an easy man, who received his 50 cents on a few indefinite questions. In one instance, it being the year of Presidential election, the examiner, coming in from the field, saluted his candi-

*See report of State Superintendent D. Burt, for 1878.

date with the question, "Who'll be the next President?" The young man, guessing at the politics of his questioner from his general appearance, replied, "I think it will be Mr. ———." "That's right," said the examiner, "you'll du; Mary, write him a stifekit."

The examiners were not required to visit schools and not even held responsible for the work of persons whom they licensed. Under such a lack of system almost anyone could secure a certificate and go through a term of school without receiving a single visit from any person authorized to make suggestions. Such a loose custom, had it been continued, would have rendered our common schools worthless. This danger was foreseen, and in 1864 it was enacted that in counties electing so to do the commissioners should "appoint a fit person of high moral character and literary and scientific attainments, who shall be county superintendent of schools." Persons so appointed were not at first required to pass any examination. It was their duty to examine candidates in orthography, reading in English, penmanship, arithmetic, English grammar, modern geography, and history of the United States. Three grades of certificates were issued on such examinations, the first grade demanding no additional branches. County superintendents were required to visit schools and to report annually to the State educational department. The salary was fixed by county commissioners.

Under this law 14 counties in 1865 had superintendents; in 1866 27 counties, 34 in 1867, 35 had voluntarily adopted the plan in 1868, which was considered proof of its wisdom, and the legislature of 1869 enacted that in each and every county of the State in which no county superintendent of schools had been already appointed, the commissioners should make such appointment.

This act increased the list of county superintendents to 49 in the year 1870. In the year 1872 applicants for first-grade certificates were required to be examined in elementary algebra, elementary plane geometry, physical geography, physiology, and the theory and practice of teaching. In 1877 hygiene was added for second and third grades, and natural philosophy and civil government for first grade. The law prescribing the qualifications, powers, and duties of county superintendents was thoroughly revised in 1873, and they were required to hold a first-grade certificate from the State superintendent or the president of the university, and their salary was made not less than \$10 for each organized district in the county. If the districts exceeded 100, the salary could be made \$1,250, and in 1877 this limit was increased to \$1,800. Under this law certificates were issued by the State educational department to 161 persons, many of whom were never appointed county superintendent.

In the legislature of 1876 an attempt was made to render the office elective, but a general bill failed to pass. A special law was, however, passed, making the office elective in the counties of Olmsted, Rice, Faribault, Houston, Scott, Lesueur, and Dodge. This act was

followed in 1877 by a general law, making the office elective in all the counties of the State. In the first election it was not generally understood that the *only* qualification for candidates is that *they shall be entitled to vote under the Constitution*. Hence some regard was had to moral and literary reputation, and certain unsuitable persons who would like the office, or any other, were restrained from seeking a nomination, under the impression that they would have to pass some examination. The county superintendent is now elected for a term of two years, and in addition to his salary a sum is allowed for stationery, postage, expressage, printing bills, etc., necessary to the conduct of his office. Several women have held the office of county superintendent.

MEETINGS OF COUNTY SUPERINTENDENTS.

Section 116 of the school law reads:

It shall be the duty of the State superintendent to meet the county superintendents of each judicial district or two or more districts combined, if he shall deem it more conducive to the interests of education, the object of which shall be to accumulate valuable facts relative to schools, to compare views, discuss principles, and in general to listen to all communications and suggestions, and enter into all discussions relative to the compensation of teachers, their qualifications, branches taught, methods of instruction, text-books, district libraries, apparatus, teachers' institutes, visitation of schools, and other matters embraced in the public school system.

Under the above provision meetings were held at accessible points in the several judicial districts, but it was found to be more convenient and "more conducive to the interests of education" to hold a yearly meeting at some central point in the State, and district meetings were abandoned (1881). Down to 1885 the convention of county superintendents was called by the State superintendent; but at the annual meeting in December of that year a permanent organization was effected under the name "State Association of County Superintendents of Schools of Minnesota." George F. Cowing, of Ottertail, was the first president of the association. At its annual meeting in January, 1890, the association voted to become a department of the State Educational Association. From 50 to 75 per cent of the whole number of superintendents usually attend the annual meeting. The discussions have covered a wide range of topics—the township system, grading district schools, courses of study, certification of teachers, training schools, libraries, institutes, free text-books, etc.

TEACHERS—THEIR EXAMINATION.

Although the school code of 1851 provided for the appointment of a Territorial superintendent few reports of the schools in Territorial days have been handed down to us, and these are found among the dusty papers preserved in the vaults of the older counties and are not the work of Territorial superintendents, but of district clerks, whose reports were made to the county auditor.

The schools of that period were generally taught by persons who had acquired some experience as teachers in the States from whence they came. At first the examinations were conducted by district trustees, and no one could be legally employed who did not give evidence of good moral character and sufficient learning and ability to teach. Under this system every district had its own standard of qualifications, and we may be certain that it was usually very low — the examination a mere matter of form.

The law of 1860 reads:

It shall be the duty of the town superintendent of each town to examine all persons offering themselves as candidates for teachers of common schools in his town in regard to their learning and ability to teach school. If the examination be satisfactory, and if he is satisfied that the applicant is of good moral character, he shall deliver to such applicant a certificate that the owner thereof is qualified to teach the branches therein named, which certificate shall be in force for one year from the date thereof unless annulled within that time, and no person shall be deemed a qualified teacher within the meaning of the act who has not such a certificate in force or a certificate from the chairman and secretary of the State normal school of this State, which certificate shall be general. A certificate granted by any town superintendent provided in this section shall not be deemed a legal qualification of a teacher within the meaning of this act in joint school districts except in cases where the schoolhouse is situated in the town for which the superintendent granting the certificate was chosen, and any teacher who commences teaching such school without such certificate shall forfeit all claim to compensation for the time during which he teaches without such certificate.

It will be noticed that a certificate from the chairman and secretary of the normal school board was valid throughout the State. This feature of the law with some modifications remained in force until repealed some time in the seventies. To secure greater uniformity in the examinations State Superintendent Crary issued the following to town superintendents:

Let the teacher's certificate be graduated and his standing appropriately marked according to the following plan which we have already issued:

TEACHER'S CERTIFICATE IN THE EARLY DAYS.

I do hereby certify that ———, having a good moral character and having passed an examination with the annexed result, is hereby authorized to teach in the public schools of this district for one year unless this license shall be sooner revoked.

No.	No.
Orthography	History
Reading	Botany
Writing	Natural philosophy
Mental arithmetic	Geology
Written arithmetic	Astronomy
English grammar	Physiology
Composition	Political economy
Rhetoric	Chemistry
Geography	Algebra
Natural history	Geometry and trigonometry
Physical geography	Surveying and navigation

Given under my hand this day of , 186—.

District Superintendent, School District, County, Minn.

Superintendents will examine applicants only on those studies which are expected to be taught in the district, and will carefully mark the result, regarding 5 as the highest number, indicating the greatest excellence; 4, very good; 3, medium; 2, poor; 1, totally deficient; 0, not examined.

This certificate shows the teacher's standing, and should be a perpetual incentive to greater excellence.

Under the district examiner system, beginning with 1862, the requirements remained about the same. The general character of the examinations is shown by the following from the report of State Supt. D. Blakely for that year:

The result is that many examiners are appointed who could not themselves procure a certificate of ability or qualification to teach a country school were they to submit themselves to this practical test in the presence of a competent examiner. As a direct consequence of this fact, persons procure certificates either without any examination at all or with so transparent an appearance of trial as to exhibit to the teacher at once the fact that his examination is a mere farce, and that however he may neglect or mismanage his school he stands in no danger of being cited to a re-examination and discharged, simply because of the incapacity of the person whose special province it is made to discharge this duty.

GRADING TEACHERS' CERTIFICATES.

Our present plan of grading teachers' certificates was first urged by State Supt. D. Blakely in his report for 1863. He says:

As our law at present obtains, the best official evidence which any teacher can procure of his ability to teach, no matter how high his character or how extensive his attainments, is the certificate of a district examiner, setting forth that he is qualified to teach "reading, writing, English grammar (including orthography), arithmetic, geography, and history;" and this writing permits him to teach only in the county wherein it is issued a single year. Thus are brought upon a common level of the lowest possible grade the trained and polished teacher who has made his vocation the pride and study of a life of unwearied toil and the merest dunce of a director's son who, either through the ignorance or favoritism of the district examiner, has become possessed of a like passport. The glaring injustice of this position is at once apparent, and I recommend as a very simple and cheap corrective of this evil the adoption of a plan of a neighboring State, as follows:

Let there be distributed by the State superintendent among the officers whose duty it is made to examine teachers, three kinds of blank certificates, to be issued to teachers in the following manner:

First grade.—County certificate, limited to two years.

Second grade.—County certificate, limited to one year.

Third grade.—District certificate, limited to six months.

To teachers of experience and ability, with capacity sufficient to take charge of a graded school, I would issue certificates of the first grade.

To those of medium accomplishments, who nevertheless have a natural tact and taste for the vocation and who exhibit a commendable zeal in the discharge of their duties, constantly striving after better things, certificates of the second grade; and to those who can barely pass examination in the branches required by law, certificates of the third grade.

On the adoption of the county-superintendency system superintendents were authorized to issue three grades of certificates, as above,

the examinations for all grades being limited to the common English branches. At a State convention of county superintendents held in Mankato in 1870, the following was unanimously adopted:

Whereas the county superintendents of the State, having studied the operations of the school laws, have unitedly experienced a demand for important changes to secure more efficiency in our school system, they resolve that the attention of our legislature be directed to the demand for higher scholarship; that the law be so amended as to require an examination in the higher English branches, together with the theory and practice in teaching of all applicants for first-grade certificates.

This change was strongly urged by State Superintendent Wilson in his annual reports, and in 1872 the law was modified to meet the demand expressed in the above.

In 1898 the law relating to examinations read as follows:

Examination of teachers.—County superintendents shall examine persons proposing to teach common schools in the county in orthography, reading in English, penmanship, arithmetic, grammar, modern geography, history of the United States, and the practical elementary facts of hygiene; asking questions to test the general knowledge of candidates and their ability to impart oral instruction relating to the subjects treated in the text-books. If satisfied that the candidates are of good moral character, and qualified to teach in all the aforesaid branches, certificates shall be granted, the grade of which shall be determined by the examination. County superintendents are authorized to issue three grades of certificates, viz, first grade, valid in the county for two years; second grade, valid in the county for one year; third grade, valid in a given district only for six months. County superintendents may renew certificates at their expiration by indorsement thereon: *Provided*, That in addition to the above branches prescribed in this section all applicants for first-grade certificates shall be examined in elementary algebra, elementary plane geometry, physical geography, physiology, natural philosophy, civil government, and the theory and practice of teaching; and no person shall receive a first-grade certificate who has not taught with success at least one term of school, not less than three months in length.

In addition to the above, on request of the board of education acting for an independent district, a county superintendent may examine teachers and issue certificates for such district, although the law provides for the appointment of a board of three school examiners in every independent district.

Under the old system examinations were private, the town superintendent or district examiner often stopping his farm work to attend to this duty; but since the adoption of the county-superintendency system the law has required the superintendent to hold public examinations—spring and fall—and private examinations have been discouraged.

UNIFORM EXAMINATIONS.

As early as 1865 the question of uniform examinations was thoroughly discussed by county superintendents. At the close of a con-

vention held at Winona, in June of that year, the following was adopted:

Resolved, That in the examination of teachers it is desirable that a series of professional questions be adopted and presented by the superintendent of public instruction to the several county superintendents and examiners, both to serve as a guide in ascertaining who are competent and to direct the earnest attention of teachers to the study of those subjects on which the proper management of a school so greatly depends.

In 1866 an elaborate and able report upon the examination of teachers was made by a committee consisting of Prof. W. F. Phelps, Supt. George C. Tanner, and Supt. E. J. Thompson, in which the elevation of the standard of qualifications and more rigid examinations were urged. In accordance with the wish expressed by these school officers, State Superintendent Dunnell, in September, 1867, printed and circulated a list of questions to be used by county superintendents at their semiannual examinations. Although the questions have been suggestive rather than authoritative, leaving superintendents free to prepare questions of their own, they have been quite generally used, and have tended to secure uniform tests and a higher standard of qualifications.

At the annual meeting of superintendents held in St. Paul December, 1891, a plan was devised which, it was hoped, would secure still better results.

The following circular, issued by the department of public instruction, will show what was contemplated:

**RULES AND REGULATIONS FOR CONDUCTING PUBLIC EXAMINATIONS OF TEACHERS
IN COMMON SCHOOLS.**

1. Three different sets of questions will be furnished for the spring examinations. The first set shall be used on the first Tuesday and Wednesday in March. The second set shall be used on the Friday and Saturday following the first Tuesday in March. The third set shall be used on the second Tuesday and Wednesday in March.

2. Three different sets of questions will be provided for the fall examinations. The first set shall be used on Tuesday and Wednesday of the last week in August. The second set shall be used on Friday and Saturday of the last week in August. The third set shall be used on Friday and Saturday of the last week in October.

3. No package of questions shall be opened until the candidates are seated and ready for work in the given subject. It shall then be opened in the presence of the class and the questions properly distributed.

4. As far as practicable, candidates shall occupy separate seats.

5. Any candidate who communicates during the time of examination in a subject, to any one, except the county superintendent or his representative, shall forfeit his examination in that subject at that examination.

6. No intermission shall occur during the examination in any one subject. In other words, an intermission concludes the examination in that subject, and no one shall be examined upon these questions again.

The Department of Education during this time was not in a position to make any substantial effort to coordinate or to control the educational work of the State. It was not until 1888 that the Department was organized and its functions were defined.

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diplomas were subjected to examination; but in that year the legislature enacted the following:

The diploma from either the elementary or advanced course of study of the State normal school shall be valid as a certificate of qualifications of the first grade to teach in the public schools of the State of Minnesota for a period covering the time of the student's pledge of service, namely, two years from date of graduation.

At the expiration of two years of actual teaching service the diploma of such graduate may be indorsed by the president of the normal school from which it was issued, and by the State superintendent of public instruction upon satisfactory evidence that such service has been successful and satisfactory to the supervising school authorities under whom it has been rendered. Such indorsement shall make the diploma of the elementary course a valid certificate for five years from its date, and the diploma of the advanced course a permanent certificate of qualification.

Any county or city superintendent of schools under whose supervision such graduates may be employed shall have authority to suspend such certificates for causes duly shown, such suspension to be subject to the same appeal as is provided in the case of certificates issued by such county or city superintendents.

Diplomas issued by the State normal schools of other States are valid as State certificates in Minnesota when approved by the superintendent of public instruction. They may first be approved for two years. After two years of actual successful and satisfactory teaching in this State, they will be reappointed for five years or for life.

Under the provisions of chapter 34, laws of 1893, the superintendent of public instruction has appointed a State examining board, which passes upon applications for State certificates (1) from college graduates, (2) from persons not graduates who desire to take the required examinations. The State superintendent issues certificates upon the recommendation of this board.

A certificate of the first grade may be issued without examination to a graduate of a college or university which is equal in rank to the University of Minnesota. Certificates are issued for two years, for five years, or for life.

Subjects for examination.—Section 1: Algebra, arithmetic, civil government, geography (political, mathematical, and physical, with map drawing), grammar, geometry (plane), history of the United States, physics, physiology, reading, theory and art of teaching. Section 2: General history, history of education, school law, English literature, school economy. Section 3: Chemistry, geology, zoology, botany, astronomy. Section 4: Bookkeeping, solid geometry, psychology, plain trigonometry. Section 5: Logic, moral philosophy, political economy, rhetoric.

The certificate issued by the University of Minnesota to the graduates of the department of pedagogy is valid as a State certificate for two years from the date of graduation. After two years of actual teaching which has been successful and satisfactory, this certificate

7. No information or explanation bearing upon the questions shall be given the candidates during the examination by the county superintendent or other person. If gross errors occur which prevent an intelligent understanding of or answer to a question, the entire question may be thrown out.

8. The county superintendent shall report to the department of public instruction at the close of each examination upon a blank provided, certifying to the conduct of said examination, the time given to each subject, and any other facts that may be of general interest.

9. These rules shall be made public in any way that seems best to the superintendent, and also shall be posted in a conspicuous place at every examination, that all candidates may thoroughly understand the conditions under which examinations are conducted.

D. L. KIEHL.

JANUARY 5, 1892.

The convention also voted—

that the minimum average for third-grade certificates be not less than 65 per cent, and not less than 50 per cent in any one subject; first and second grades, not less than 75 per cent on general average, and not less than 60 per cent on any one subject.

In his reports for 1870, 1871, and 1872, State Superintendent Wilson strongly urged cutting off all third-grade certificates, and his views were seconded by some experienced educators; but attempts to eliminate this grade of teachers have, it is very evident, often resulted in changing the label without altering the value of the teacher. He is third grade still. In the early days of the superintendency the practice of indorsing certificates prevailed quite extensively; but unsatisfactory results sometimes followed, and the law was changed so that a superintendent is required to make a personal examination of all applicants.

STATE TEACHERS' CERTIFICATES.

An act providing for State teachers' certificates was passed in 1868. It read as follows:

The State superintendent of public instruction is hereby authorized to grant and issue State certificates of eminent qualifications as teachers to such persons as may be found worthy to receive the same upon due examination by himself, and who shall exhibit satisfactory evidence of practical experience and success in teaching.

Several certificates were issued during the administrations of Superintendents Dunnell and Wilson. Later the law was slightly modified; but it did not meet the views of educators, and, as the examination was optional, Superintendent Burt declined to follow the example of his predecessors. The law became a dead letter and was stricken from the statutes. From that time down to 1891 Minnesota as a State had no authorized teachers.

For several years a law was on our statute books making a normal diploma valid as a certificate; but this law was repealed some time in the seventies, and from that time down to 1891 the holders of said

diplomas were subjected to examination; but in that year the legislature enacted the following:

The diploma from either the elementary or advanced course of study of the State normal school shall be valid as a certificate of qualifications of the first grade to teach in the public schools of the State of Minnesota for a period covering the time of the student's pledge of service, namely, two years from date of graduation.

At the expiration of two years of actual teaching service the diploma of such graduate may be indorsed by the president of the normal school from which it was issued, and by the State superintendent of public instruction upon satisfactory evidence that such service has been successful and satisfactory to the supervising school authorities under whom it has been rendered. Such indorsement shall make the diploma of the elementary course a valid certificate for five years from its date, and the diploma of the advanced course a permanent certificate of qualification.

Any county or city superintendent of schools under whose supervision such graduates may be employed shall have authority to suspend such certificates for causes duly shown, such suspension to be subject to the same appeal as is provided in the case of certificates issued by such county or city superintendents.

Diplomas issued by the State normal schools of other States are valid as State certificates in Minnesota when approved by the superintendent of public instruction. They may first be approved for two years. After two years of actual successful and satisfactory teaching in this State, they will be reappointed for five years or for life.

Under the provisions of chapter 34, laws of 1893, the superintendent of public instruction has appointed a State examining board, which passes upon applications for State certificates (1) from college graduates, (2) from persons not graduates who desire to take the required examinations. The State superintendent issues certificates upon the recommendation of this board.

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The certificate issued by the University of Minnesota to the graduates of the department of pedagogy is valid as a State certificate for two years from the date of graduation. After two years of actual teaching which has been successful and satisfactory, this certificate

may be indorsed and thus become a permanent State certificate. Applications for indorsement are to be made to the president of the university.

SUMMARY.

Local certificates.—Three grades issued by county superintendents.* One or more grades issued by examining boards of independent districts.

State certificates.—Normal school diplomas' certificates issued by the University of Minnesota to graduates of the department of pedagogy. Certificates issued by the State superintendent on recommendation of the State examining board, two grades.

QUALIFICATIONS OF TEACHERS.

In his report for 1863 State Superintendent Blakely, after quoting from the reports of district clerks relating to the incompetency of teachers, used the following language:

The fact is patent to every intelligent observer that the standard of qualifications of Minnesota common-school teachers is lamentably low. Nor is there anything in this fact to occasion surprise. The text of our law contains no word to stimulate or encourage a better standard. There is no system of normal training, no provision for holding teachers' institutes, and no officer to conduct them were teachers themselves to desire it; no system of visitation which amounts to more than a farce, and no certificates which are not so cheaply gotten as to furnish less occasion for pride than humiliation. Indeed, when it is considered how far the agency of good teachers enters into and is interwoven with every idea of an effective system, it would seem as though *how not to do it* comprised the whole study of the framers of the present law.

Thirteen years later State Superintendent Burt said:

Youth, inexperience, and lack of judgment are often overlooked in the selection of teachers. "We do not need one that understands grammar, for there will be no grammar class this summer." "If Miss —— has been through all the simple rules in arithmetic she will be ahead of any scholars in our school, and if she can not do all the sums, my John can help her." "Miss Sixteen can be had cheap, and she can learn our small school of young scholars just as well as a high-priced teacher." These are specimens of the sentiment permitted and encouraged by our

*The number of certificates issued by county superintendents and the average monthly wages during 1895 and 1896 were as follows:

	1895	1896
Certificates issued		
First grade	280	286
Second grade	2,417	2,122
Third grade	2,000	2,705
Total	4,697	4,993
Average monthly wages		
Male	\$20.70	\$20.95
Female	21.00	21.70

plan of electing 9,000 men to hire 3,000 teachers. Maturity, weight of character, general intelligence, ability to form and guide the young mind to what is high and noble, are scarcely thought of in many of our rural districts, and the same is true in many of our city boards of education.

In his biennial report for 1885-86 State Superintendent Kiehle writes as follows:

Estimating from certificates granted we have: *

	Per cent.
First-grade teachers	4
Second-grade teachers	56
Third-grade teachers	40

Now, to appreciate what this means let it be remembered that any boy or girl who has creditably completed a common-school education has all the scholarship necessary for a second-grade teacher's certificate. This, too, is the lowest county certificate that is issued. It appears, then, that 40 per cent of all the teachers have less than a common-school education and are licensed for a single district for six months. This means that 100,000 children of Minnesota are in the hands of persons not prepared even by decent scholarship for their work.

The fault is not with the teachers. They are of our choicest young people, the industrious and aspiring youth of our State, who have made the best use of their advantages.

The fault is with the system that offers employment only from term to term, a few months each year, which encourages young girls, by offering salaries large for them but too small for competent teachers, to give up study and become teachers, which policy, ^b as these gain experience, drives them out of the profession by offering similar advantages to their young competitors. So it is, by a law as certain as gravitation, that the good teachers leave the country schools, where wages are low, changes frequent, and the school year is from four to seven months, and come to the city and village. While this state of things continues it is in vain that the children of the country are educated as teachers for their own schools. There being no demand for them, they invariably migrate to the cities, and the unwarranted complaint is made that the city is robbing the country. This, with other evils, will be remedied when we have our school interests administered on business principles, have better organization, an independent and responsible superintendence, terms of school not less than eight months each year, and teachers engaged by the year and continued for efficiency.

From all this the reader must not infer that the common-school teachers of Minnesota, as a class, do not compare favorably with common-school teachers elsewhere. What is said above might have been said, indeed has often been said, by superintendents of other and older States. The evil complained of is as wide as the prevailing public-school system. It is to be slowly outgrown. While our teachers

* Since the above was written the per cent of first and second grades has increased and the per cent of third grades diminished.

^b The State now pays a bonus of \$50 a year to any common-school district not in an incorporated city or village which shall maintain a school of at least eight months during the year by a teacher holding a first-grade certificate, and shall have suitable buildings, outbuildings, and necessary apparatus. But 20 per cent of the whole number of districts in a county can receive such aid, and unfortunately but \$20,000 per annum was appropriated.

and our schools are not what we would wish them to be, we know that both are growing better. There is a gradual improvement in scholarship, good teaching is becoming more common, and the young people who enter upon the work have higher ideals. Our high schools, normal schools, and higher institutions of learning are making themselves felt;* institutes, summer schools, and school journals are sources of constant inspiration, and teachers are reading more, and thinking more than ever before.

TEACHERS' INSTITUTES AND TRAINING SCHOOLS.

From an early day leading educators of the State have regarded the institute as an effective mode of preparing teachers for the duties of their profession. In 1863 State Superintendent Blakely wrote:

It is not so much the design of this institution to impart to teachers an additional knowledge of books as to aid them in imparting to their scholars that of which they are already possessed. The best methods of governing a school, of developing the mind of the scholar, of gaining and maintaining his esteem and regard, and stimulating him to emulous deeds by the magnetic power of kind words and a noble example, these are accomplishments which the institute seeks to add to the teacher's store; and to the young and inexperienced especially—and upon the majority of these our schools are obliged to depend—the teachers' institute is an auxiliary of surpassing power.

Of the county superintendents appointed in 1864 several held institutes that year, and notwithstanding the infancy of the system in our State and the want of experience on the part of some of the superintendents in conducting these assemblages, much good was accomplished.

At the close of a State convention of county superintendents held in Faribault in 1866, the following was passed:

Resolved, That we regard teachers' institutes as productive of results highly beneficial and a most potent means of elevating the standard of teachers' qualifications, and therefore respectfully request our State legislature to appropriate annually a liberal amount to aid in defraying the expenses of such institutes in such counties as have adopted or may hereafter adopt the superintendency system.

According to State Superintendent Dunnell's report for 1867, 18 institutes were held that year with an aggregate attendance of 772. In a large majority of cases the work was carried forward without assistance from the county, in some instances the superintendents meeting all expenses out of their own pockets. At these gatherings not less than 50 public evening lectures were delivered, largely attended by parents and school officers.

In the report referred to above, Superintendent Dunnell strongly urged an appropriation for the support of the institutes, and during

* A law of 1867 makes full provision for the organization and maintenance of township graded schools. (See School Laws of 1867, pp. 80-85.)

the following session of the legislature an act was passed whose chief sections are given below:

SEC. 1. The superintendent of public instruction shall annually hold in as many counties as shall be found practicable a teachers' institute, to continue in session one week at least; give due notice thereof to all teachers and persons proposing to become such, and invite their attendance. He shall attend and have charge of each institute; invite the aid and cooperation of the county superintendent of schools for the county; employ suitable instructors and lecturers to give instruction and addresses with a view to aid the teachers in qualifying themselves for a more successful discharge of their duties in the common schools of the State.

SEC. 2. To defray the expenses of the institutes two thousand dollars are hereby annually appropriated to be expended by the superintendent, who shall render an account thereof to the State auditor, to be examined and audited by him: *Provided*, That no more than one hundred dollars shall be expended in the support of any one institute.

SEC. 3. A second institute shall not be held in any one county under the provisions of this act till a session has been held in every county in the State where the number of teachers or the interests of the common schools, in the judgment of the superintendent shall demand it.

From that time on we have had a State institute system headed by the department of public instruction. The work was gradually systematized and extended to all the settled portions of the State. The plan of conducting a State teachers' institute in the early days will be seen by the following from the report of Superintendent Wilson for 1871:

Teachers were required to assemble punctually at 9 o'clock Monday morning and to be present at all the exercises, day and evening. The daily instructions were confined to methods of teaching the common branches required by law, special attention being devoted to the oral elements of our language, phonetic spelling, etc. Questions were submitted to the class during each exercise for the purpose of clinching the principles enunciated.

At the close of each day some time was spent in answering questions from the "query box." The evenings were devoted to the discussion of school matters by teachers and citizens and to lectures. One evening during the session the State superintendent gave a practical lecture upon school discipline, how to secure good order, the relation of the teacher to his pupils, to their parents, to the school officers, the method of securing punctuality, system in study, the importance of daily moral instruction, and other kindred subjects.

In 1871 protracted institutes or training schools began to receive attention. At the convention of county superintendents held at Winona in August of that year Superintendent Sanford Niles, of Olmsted County, read a paper in which he strongly favored training schools of not less than four weeks' duration, and, after full discussion, a resolution was passed asking legislation to secure such schools.

The first training school was held in Olmsted County in the spring of 1872. It was continued four weeks, with an enrollment of 145. The attendance was remarkably regular. Superintendent Niles,

Annie E. Sanderson, Fayette L. Cook, and Wallace Horton were the chief instructors. Regular lessons in the common branches were assigned and approved methods of teaching illustrated by recitations. There was no State aid, and the entire expense of the school, some \$350, was borne by members.

In the winter of 1873 the legislature appropriated \$3,000 for institutes and training schools, \$1,000 of the amount for institutes of one week and \$2,000 for training schools of four weeks' duration. The sum of \$2,000 was added to the above in 1883, \$1,000 in 1885, and \$1,000 in 1887, making in all \$7,000.

It was deemed impracticable to hold more than one training school in 1873, but during the following year six were held, the sessions of each continuing four weeks, the total enrollment being 729. This enrollment was made up exclusively of those engaged in teaching, or those intending soon to enter upon the work. But two training schools were held in 1875, one at Lake City and one at Excelsior.

In view of the objections to long sessions, the law was so amended in 1877 that the total appropriation could be applied to institutes without regard to length. It was thought that terms of one or two weeks secured the best results, and for several years thereafter all the institutes were of one and two weeks' duration.

At a meeting of the normal school board in May, 1875, a resolution was offered by Superintendent Burt asking the board to engage its teachers hereafter subject to calls for a certain amount of service annually in the State institutes and training schools, for which their salaries as normal teachers should be deemed a compensation.

In support of his resolution Superintendent Burt stated that the plan was one whose propriety had been advocated by some of our leading county superintendents. He quoted from a paper by Superintendent Niles, of Olmsted County, published in the *Minnesota Teacher* of November, 1873, the following paragraph:

Let the professors of these schools be employed and the pupils admitted with the understanding that they are to do institute work. Let the school year be shortened, and close at least one month earlier than at present, and send out the professors, and such graduates as may be selected, to assist county superintendents throughout the State. The adoption of this plan would, in my judgment, do very much toward giving us practical instruction in our institutes. No plan, probably, could be devised which would so thoroughly test the value of the normal schools; which would advertise them so effectually; which would so rapidly break the prejudices resulting from misconception, and bring the masses into sympathy with them.

After some discussion in the normal board the following resolutions were unanimously adopted:

Resolved, That the normal school year shall hereafter commence on the first Wednesday in September, and with an intermission of two weeks immediately preceding the first Wednesday of January, continue until the third Wednesday

of May, with the provision that the services of the principals and teachers of said schools from the 1st of April shall be given to institute work, under the direction of the State superintendent of public instruction, until the close of the school year.

Resolved, That the superintendent of public instruction be authorized to call upon the principals and teachers of normal schools for such service in the institutes of the autumn as can be rendered without detriment to the schools.

The three normal schools heartily responded to the call of the State superintendent, who, after two years' trial, reported that the plan of employing teachers and principals of the normal schools produced the results that had been anticipated, and their methods of instruction had commanded almost universal admiration.

In 1876 this plan was somewhat modified, each normal school agreeing to—

furnish the State superintendent with teaching force equal in the aggregate to the services of one teacher for six weeks; and in the autumn as many weeks of such service as in the judgment of the local member of the board and the principal can be rendered without detriment to the interests of the school.

The regular salaries of principals and teachers employed were to continue, the superintendent of public instruction to pay their necessary contingent expenses.

In his annual report of the normal school at St. Cloud for the year ending August 31, 1880, Principal D. L. Kiehle made the following suggestion:

No single expedient has contributed so much to ally this school with the elementary schools, and to acquaint the people with the legitimate design of normal-school work, as the plan of attendance upon institutes by one or more of the faculty for instruction and lectures.

This school has been represented in three or four institutes annually, doing in the aggregate about six weeks of teaching besides the regular work of the normal school.

Since this service can not be rendered without more or less interruption, it is earnestly recommended that instead of discontinuing the plan, permanent provision be made for an institute instructor to be occupied a portion of the time in the school and the remainder in the institutes under the direction of the superintendent of public instruction.

The suggestion of Principal (since State superintendent) Kiehle met with favor, and in 1881 the legislature made provision for the appointment and payment of institute conductors, and the three normal schools each elected an experienced teacher to act as institute conductor during the entire season from March to November, leaving the winter term for teaching in their respective schools.

The following persons served as institute conductors: For Winona—Clarence M. Boutelle, T. H. Kirk; for Mankato—James T. McCleary; for St. Cloud—Thomas J. Gray, C. W. G. Hyde; for Moorhead—W. F. Rocheleau, Miss Sarah E. Sprague, and Miss Mary F. Hall were employed in the institutes by the department of public instruction.

In July, 1881, an institute conductors' meeting was held for instructors, county superintendents, and all others interested in the subject under discussion. The design of this meeting was to consider the best plans of conducting institutes, the most important subjects to be taught, and the best methods of instruction.

The meeting was well attended by representatives of all departments of our educational system, and the discussions were familiar and thorough.

Every year conductors' meetings were held for reviewing the work, estimating results, finding out what was most needed, and preparing a general plan of work.

At such a meeting held in 1882 the following subjects were thoroughly discussed:

1. The relative merits of short and long institutes.
2. The relative merits of lectures, class drills, and illustrative lessons in institute instruction.
3. A professional course of study for teachers.
4. Graded examinations for teachers.

During the first two years of Superintendent Kiehle's administration this plan of institute work was effectually established and thoroughly tested. Of the merits of the plan, after two years' trial, Superintendent Kiehle has this to say:

The superior merit of the plan now adopted is proven by the immediate results. We have now a permanent corps of instructors in our institute work, as we have for other departments of education. These men make the institute their study, and are always available when work is needed. From among the experienced teachers of the State all needed assistance can be obtained in meeting every demand.

These instructors are provided with a good supply of professional books, educational papers, and school apparatus, with which they arouse an ambition to do better work by better methods, and give young teachers some idea where they may find help that will serve them wherever they go. In these school meetings of a single week the attentive teacher gets many suggestive lessons; learns how better to economize his time and energies by a better organization and management of his school, and how to advance his pupils by more rational methods and more apt illustrations.*

SUMMER TRAINING SCHOOLS.

During the years 1889 and 1890 there was much discussion of the question of county normal or training schools. Some of the leading

*In order to secure systematic institute work, an outline of instruction for the State teachers' institutes, together with a graded course of study for district schools, was prepared by the State institute conductors under the direction of State Superintendent Kiehle. In 1884 this outline or syllabus was carefully revised by Conductors T. H. Kirk, J. T. McCleary, and C. W. G. Hyde.

superintendents held that the course of study for the graded schools should be so arranged that the training of classes of teachers in high schools for service in the district schools or for further study in the normal schools should be entirely legitimate. The discussion culminated in the following resolutions passed by the State association of county superintendents at their annual meeting held December 31, 1890, and January 1, 1891:

Resolved, That there exists an imperative demand that better provision be made at once for the preparation of the 2,000 teachers that annually enter upon the work of common-school teaching.

That this preparation shall consist of (a) thorough review of the common branches; (b) of observation and practice in the different grades of the schools; (c) of an elementary course in the theory and practice of teaching.

That we ask the legislature to make provision by a sufficient appropriation to award \$500 to each county in the State that will do the work hereinbefore specified to the satisfaction of a board selected to supervise such work.

A majority favored the above plan, but a minority thought it would be better to extend the scope of the teachers' training school, for which the law already provided, by asking an additional appropriation for that purpose. The latter view met the approval of the legislature of 1891 and the sum of \$5,000 was set aside for training schools, making \$7,000 for them, or \$12,000 for both training schools and teachers' institutes. The resolution asking an appropriation of \$500 to each county on conditions named above seemed to be regarded with very little favor.

Immediately following this action of the legislature State Superintendent Kiehle arranged for fourteen "summer schools," to be held in July and August. They were attended by 1,210 persons. The following was issued by the department of public instruction:

**FOR THE REGULATION OF SUMMER TRAINING SCHOOLS UNDER THE DIRECTION OF
THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.**

In order to gain definite results in the conduct of these summer schools some specific plan must be adopted which will indicate what is required, and within what limitations superintendents and instructors may exercise their judgment as to ways and means.

The training school must be a school organized and conducted with the superior discipline that characterizes a good school. It should also undertake to give time to instruction in methods of teaching and in school management.

The county superintendent of schools will have the entire responsibility in calling together the teachers, in directing and advising in all that pertains to the accommodation needed in board, and room for instruction. And under the rules given below he will advise and arrange with the conductor of the school in what belongs to the programme and other matters.

The conductor will be officially responsible to the State superintendent for the reports required, and will do his utmost in carrying out the views of the county superintendent for the success of the school.

The following rules are to be observed in the conduct of all training schools:

1. The school shall be exclusively for persons of sufficient maturity to do a teacher's work, and for those who expect to teach.

2. Each student shall select, subject to the approval of the county superintendent, three and not more than four academic studies, in addition to work he may do in drawing, music, penmanship, reading or lectures; and no one shall take advanced studies except with the special approval of the county superintendent.

3. Every student shall give time to study with as much regularity as to recitation.

4. In class work the teacher must teach the subject, and not at the same time teach "how to teach the subject." Each recitation must be a model of systematic progress, therefore, economy of time and effort, and of best methods. Classes should not exceed 30 in number each; and the standing of each student shall be kept.

5. Work in methods, including school management and instruction, may be conducted more after the lecture plan. For text-books, Page's Theory and White's Psychology are recommended.

6. At the close of each school a report will be made by the conductor to the State superintendent, on a blank provided, of the standing of each pupil in the following: (1) When entered, (2) when left, (3) number half days absence, (4) number cases tardiness, (5) average daily study, (6) standing in work in each subject, (7) programme of recitation containing names of teachers and hours taught. The daily record must be kept to provide for this report.

In joint summer schools these records are to be kept separate for each county.

7. The training school shall begin on Monday, either in the forenoon or in the afternoon, as the county superintendent shall advise, and the work shall be distributed through the six days of the week.

ST. PAUL, May 15, 1891.

Besides the above, 72 institutes of one week each were held during the season of 1891, with a total enrollment of 4,700, making a grand total of 5,910 at institutes and summer schools. For the season of 1892, 16 summer schools were held to accommodate some 48 counties. The number of institutes was but 47. During the administration of State Superintendent Pendergast summer schools have greatly increased in number and popularity. Thirty were held in 1893, 46 in 1894, 53 in 1895, and 48 in 1896. The enrollment of teachers was 2,759 in 1893, 5,974 in 1894, 7,047 in 1895, and 7,221 in 1896. In 1896 the number of institutes of one week each was but 8. Some 48 summer schools and 17 institutes were arranged for 1898. The appropriations have been largely increased to meet the demand for this work.

EDUCATIONAL JOURNALS.

The Minnesota Teacher and Journal of Education was the first school journal published in the State. The initial number appeared in June, 1867; the last in October, 1874. It was an 8 vo., 32-page monthly, with cover, ably edited by W. W. Payne, now of Carleton

College, and during its last year or two by George M. Gage, then late principal of the State normal school at Mankato. The matter of the Teacher was arranged in four departments: General, containing original and selected articles suited to the needs of teachers; normal, in charge of Prof. William F. Phelps, principal of the normal school at Winona; scientific, in charge of W. O. Hiskey, principal of the high school of Minneapolis, and musical, in charge of A. C. Gutterson, of Owatonna. It had the hearty support of the department of public instruction, and leading educators throughout the State contributed to its columns. From the start it took high rank, and to-day its pages contain a most valuable record, a history, so to speak, of the educational work of the period which it covers.

The legislature of 1868 passed an act permitting each county superintendent of the State annually to order one copy of the Minnesota Teacher mailed to each district clerk in his county, the same to be preserved by said clerk and transmitted by him to his successor in office as the property of the district. Payment on such subscriptions was made by the county auditor out of the proceeds of the 2-mill tax. The publisher of the Teacher was required to execute a bond that he would publish free of charge such orders, decisions, circulars, amendments to school laws, and all other official communications relating to education, as the State superintendent might direct.

This action of the legislature was designed to bring the department of public instruction into direct relation with school boards throughout the State, but the cry, "Squandering the school money," was raised, so that many superintendents feared to subscribe for the clerks and the law partly failed of its end. Some years later the law was so changed that county superintendents' subscriptions for clerks were limited to those clerks who, in writing, stated that they wished the Teacher sent to them. This greatly lessened its support from that source, and as its regular income from other sources was not sufficient to warrant a continuance, the proprietor finally turned the journal over to an Eastern publisher and it ceased to be a Minnesota publication.

From October 1874, to December 1881, over seven years, no educational journal was published in the State and, consequently, there is a wide gulf in our school history, but partially spanned by the reports of State superintendents and other documents.

In December, 1881, Leo Baier, of Minneapolis, issued the first number of the Minnesota Journal of Education, a 20-page monthly. It contained the following indorsement:

We, the undersigned, regard it of the utmost importance to the educational interests of this State that a journal especially designed for teachers should be published in our midst. Having made careful inquiry in regard to the plans of Prof. Leo Baier for the establishment of such a journal, we express ourselves as satisfied with the same and cheerfully commend the Minnesota Journal of Educa-

tion to the patronage of teachers throughout the State, and trust that all to whom the paper comes will feel a direct interest in its success.

D. L. KIEHL,
Superintendent Public Instruction,
H. W. SLACK,
Principal High School, St. Paul,
B. M. REYNOLDS,
Principal School, Faribault,
Committee of Minnesota Educational Association on Education Journal.
J. S. PILLSBURY,
Governor of Minnesota.
C. E. VANDERBURG,
Judge Supreme Court.
WM. W. FOLWELL,
President State University.
O. V. TOUSLEY,
Superintendent Minneapolis Schools.
F. A. DUNSMOOR,
Dean Medical College.
RICHARD CHUTE, Esq.
A. B. NETTLETON,
Editor Tribune.
W. W. MCNAIR, Esq.

In his report for 1882 Superintendent Kiehle says that the publication of the journal was undertaken upon the resolution of the State Teachers' Association, held in Lake City in August, 1881, and in view of the fact that "much official matter, as well as general educational news, is of value to and intended for the officers of school districts," he strongly urges "that the old law be reenacted," allowing district clerks to subscribe for the journal, the amount of the subscription to be paid out of the district treasury.

Although thus heartily indorsed and strongly recommended, Mr. Baier found the support of the journal no easy task. He gave his readers an excellent paper, though its financial support was discouragingly weak and the list of paying subscribers "all too short." But he held to the work until September, 1882, when the journal was purchased by S. S. Parr, whose energy and ability as a writer and educational worker strengthened the paper, and after years of hard labor it became self-supporting. In June, 1883, its name was changed to the Minnesota Journal of School Education, a name which it bore, with some slight changes, until February, 1884, when it became simply School Education.

In June, 1885, School Education was purchased by Sanford Niles. Under the joint management of himself and Mrs. P. M. Niles the circulation was nearly doubled and its size increased from 20 to 28 pages. Mr. W. G. Smith purchased the paper in March, 1892, and became its business manager. Mr. Niles continued his editorial work until the spring of 1894, since which time Mr. Smith has held the position of manager and editor. School Education is the organ of the department

of public instruction and of the State Educational Association, and while it is known as the State educational journal it has a wide and constantly increasing circulation in other States and in 1898 ranked among the leading school journals of the Northwest.

SCHOOL LIBRARIES.

In the report of State Supt. E. D. Neill for 1861 we find the following:

To avoid extravagance and at the same time promote intelligence among our citizens, I would ask that the small sum of \$1,000 may be appropriated for the purchase of library books. Suitable libraries, substantially bound, with marbled edges, can be bought by the State at wholesale prices, and she can distribute the same to districts on the most advantageous terms. A library of solid yet readable books, which in cheap binding would at retail price in New York cost \$33, could be furnished to schools at \$25 in durable binding and appropriately stamped. One thousand dollars thus invested would meet all the demands for some time, and also act as a stimulus to neighborhoods to provide themselves with valuable reading.

The demand for school libraries thus early begun was frequently urged at later periods in our history, but it did not meet a response in legislation until 1887, when an act was passed appropriating \$10,000 annually, or so much thereof as might be necessary, for the purchase of public libraries, and directing the superintendent of public instruction and the presidents of the normal schools of the State—

to prepare a list of books, to be amended from time to time, suitable for school libraries, to include books of reference, history, biography, literature, political economy, agriculture, travel, and natural science, and providing that any district making a first order of not less than \$40 should receive \$20 from the State, making a second order of not less than \$20 should receive \$10 from the State, and any subsequent order of not less than \$10 should receive \$5 from the State.*

According to the report of State Superintendent Pendergast, there were in 1896, nine years after the passage of the law, 2,034 libraries in the independent, special, and common-school districts of the State, 1,853 of which were in the common-school districts, thus leaving 4,292 rural districts without the advantages of libraries. There were 117,962 volumes in rural libraries, valued at \$92,478. Eleven thousand and fifty-eight volumes were purchased during the year 1896. The independent and special districts had 181 libraries, 122,283 volumes, valued at \$104,864. The purchases for the year were 11,211 volumes.^b

COURSES OF STUDY—GRADING DISTRICT SCHOOLS.

In 1871 Sanford Niles, then superintendent of Olmsted County, prepared *A Teacher's Guide and Course of Study for District*

*The law now in force gives \$20 from the fund for a first order and \$10 for each succeeding order.

^b In 1901 there were 2,885 common-school libraries.

Schools, the adoption of which was urged by him in the county papers, in public addresses delivered in many places, in teachers' meetings, and in conventions of district clerks held at convenient points in the county. At their annual meeting in 1872, 60 districts formally adopted the course, and others accepting it soon after, it was at once put to the test, and proved to be very helpful, especially in the lower grades. To make sure of the success of the plan every detail of the "course" was dwelt upon at the institutes, held spring and fall, and a system of reporting was adopted, which enabled the teacher on entering school to determine the standing of all pupils as indicated by the marking of the preceding teacher.

At a meeting of the State Teachers' Association at Minneapolis, August 28, 1872, the advantages which would follow the adoption of a course of study were considered by Superintendent Niles, president of the association. The results of the discussion that followed may be seen by the following from the report of State Superintendent Wilson for that year:

To teachers, county superintendents, and school officers of Minnesota:

The following "Course of study for district schools" was prepared by Sanford Niles, esq., county superintendent of schools for Olmsted County. It has been in operation in a large number of the district schools of that county during the past year. It has been successfully carried out in detail by all teachers where it has been adopted, and has given perfect satisfaction to teachers, patrons, and pupils. After rigidly testing its merits in the schoolroom, it has been thoroughly revised. At the late annual meetings of the convention of county and city superintendents, and the State Teachers' Association, after a most thorough and exhaustive discussion of its merits and adaptation to the condition and necessities of our district schools, it was unanimously adopted, and the State superintendent of public instruction was requested, by resolution, to issue this course of study, as revised, in the form of a circular, for distribution through the several county superintendents for the use of the district schools throughout the State. At the same time the State association earnestly recommended that every school district board of trustees in the State "should adopt this uniform course of study for all the district schools and see that the teachers employed by them shall carry the same into operation."

The State superintendent fully indorses the course of study and the recommendations above referred to. He has long seen the evils resulting from the frequent change of teachers in the great majority of our district schools, and has thought much of some plan to remedy this hindrance to their success. He believes there is no step that can be taken that will result in so much good to our common-school system as this. There is no reason why this scheme can not be made eminently successful, provided all school officers and teachers will earnestly cooperate in carrying it into effect. He is certain no plan can be devised that will improve the condition of our district schools and the efficiency of the labors of the teachers so well as an exact understanding of what is to be done, and how, when, and in what order to do it. To the end, therefore, that this course of study shall have a fair trial, the State superintendent would recommend that every board of school trustees in the State should examine it, and take official action in reference to its adoption. It would be well, perhaps, to bring it before a special district meeting, called for the purpose of considering it. There can be nothing of greater importance to the best interests of the children of our State than a correct curriculum

for our common schools. Wherever this course of study shall be adopted the trustees should provide the teacher a record book in which should be kept a record of every pupil attending any term of school, the grade to which he belongs, the exact progress he makes in the course, and such other information as will indicate clearly and concisely his standing in such course. At the close of the school term the teacher should be required to deposit such record book, together with the school register, with the district clerk, for the use of the succeeding teacher in such district.*

H. B. WILSON,

State Superintendent of Public Instruction.

ST. PAUL, MINN., October 1, 1872.

To show what the educators of those days were attempting to accomplish, the course of study as found in the report of Superintendent Wilson for the year above named is given below:

TEACHER'S GUIDE.

COURSE OF STUDY FOR DISTRICT SCHOOLS.

PRIMER GRADE.

Reading.—Words selected from the first lessons of the primer are to be printed on the blackboard by the teacher and pronounced by the pupils until several can be named at sight. Same words arranged so as to form sentences are to be read from the board and book. Tables of words preceding each reading lesson in primer to be pronounced, without spelling, until familiar to class. Proper expression secured in the reading of every sentence. Lessons short and sprightly. Letters of the alphabet taught from day to day from blackboard or cards. Pupils must be taught to pronounce words by their forms and not by spelling them. Teach names and forms of pauses.

Spelling.—All words in primer to be spelled. Daily exercises in spelling by sounds.

Printing.—Lessons in reading and spelling printed on slates each day.

Numbers.—Counting to 50, using objects; reading and writing Arabic figures to 50. Roman numerals to XX. Simple exercises in addition and subtraction. Form addition and subtraction tables on slates, using no figure greater than 4. Teach signs plus and minus.

Language.—Correct common errors in use of language. Careful attention to correct speaking.

FIRST-READER GRADE.

Reading.—Lessons read and reviewed. Daily exercises in pronouncing words of tables and sentences. Particular attention to definitions, articulation, emphasis, inflection, and punctuation. True expression must be secured.

Spelling.—All words in tables of reader must be spelled, reviewed, and defined. Daily exercises in spelling by sounds.

Writing.—Teach slanting, straight line, right curve, left curve, and loop, as they are used in small script letters. Write on slate from copies written on blackboard. Copy reading and spelling lessons.

Numbers.—Counting to 100. Reading and writing Arabic figures to 1,000. Roman numerals to L. Easy exercises in adding and subtracting series of numbers. Addition and subtraction tables on slate and blackboard, using no figure greater than 7. Counting and discounting by use of 2's, 3's, 4's, etc.

*Such record books were, at a later period, made a part of the School Register.

Language.—See preceding grade. Sentence making, teacher selecting words to be used by pupil. Use of capital letters and marks of punctuation, as far as practicable.

Geography.—Teach meaning of terms right, left, far, near, over, beyond, around, across, etc. Names of directions, as north, east, south, west; of distances, as inch, foot, yard, mile, with applications in each instance.

SECOND-READER GRADE

Reading.—See first-reader grade. Sounds of letters taught, with their proper marking. Tables of words spelled by sounds.

Spelling.—All difficult words in reader spelled on slates or orally. Spelling lessons drawn from reading and other lessons.

Numbers.—Reading and writing Arabic figures to 1,000,000, Roman numerals to C. Oral exercises in adding by 5's, 6's, 7's, etc., and subtracting by same. Walton's Primary Arithmetic, or an equivalent, completed.

Language.—As in preceding grades, with more extended exercises in sentence making.

Geography.—Pupils draw maps of schoolroom, yard, farm, township, and county. Give idea of town, county, and State. Define surface, hill, mountain, valley, plain, pond, lake, river, etc. Give idea of soil, climate, productions. (Of the form of the earth and its divisions of land and water. (Oral lessons.)

Writing.—Teach the analysis of small and capital letters. Continue to write on slates from copy on board. Write portion of spelling and other lessons.

THIRD READER GRADE.

Reading.—Lessons to be thoroughly studied. Exercises in articulation, accent, emphasis, slur, inflections, etc., pages 13 to 36, every day in connection with the regular reading lesson. Definitions required. Proper expression must be secured.

Spelling.—Difficult words found in the lesson of the day. Spell to page 85 in Elementary Speller. Key to pronunciation must be taught and observed. Abbreviations.

Writing.—Teach the manner of holding pen, position at desk. Copy books of the lower numbers used. Lessons in analysis from the blackboard. Criticism made a specialty.

Arithmetic.—Reading and writing Arabic numerals to trillions, Roman to MM. Multiplication and division tables fully mastered. Progressive Intellectual Arithmetic to fractions. Robinson's Rudiments of Arithmetic to fractions. Daily explanations from blackboard required of pupils.

Language.—Sentence making. Classifying words according to uses, as, name words, or nouns, describing words, or adjectives, action words, or verbs, etc. Analysis of simple, compound, and complex sentences. Letter writing, with instruction in relation to date, complimentary address, body of letter, complimentary closing, signature, folding, address, etc. (Oral instruction.)

Geography.—Cornell's Primary Geography, or an equivalent. The topical plan of recitation preferred. Maps to be drawn on slates and blackboard, either with or without diagrams.

FOURTH READER GRADE

Reading.—The exercises in part first must be mastered. Strict attention to pronunciation and definitions. Marks indicating sounds of letters and accent to be closely observed. Pupils should give expression to the thought and feeling of the author.

Spelling.—Elementary Speller completed. Spell all difficult words found in reading and other lessons. Key to pronunciation observed.

Writing.—Copy book numbered 3, 4, 5, 6, 7 used. Criticism and analysis of letters continued. Directions in books followed.

Arithmetic.—Mental arithmetic through percentage. Practical to exchange. Daily blackboard exercises and explanations required.

Grammar.—Teach parts of speech. Analysis of simple, compound, and complex sentences continued. Parsing with rules. Letters of business and friendship and business forms. Correction of false syntax, with grammatical reasons. Writing historical sketches and substance of other lessons learned, in pupil's own language.

Geography.—Cornell's Intermediate, or an equivalent, completed, omitting some of the more unimportant details. Topical recitation preferred. Map drawing by the eye or any system of diagrams. Pupils to recite while drawing, if at the hour of recitation.

History.—Outlines of United States history from book or by oral method.

FIFTH READER GRADE.

Reading.—Exercises designed to secure vocal culture, first part of the reader, must be mastered. Pupils in this grade should cultivate the power of expression and aim to give the best rendering to every piece.

Spelling.—National Pronouncing Speller finished. Special attention to the spelling of geographical and other proper names.

Writing.—The higher copy books used. Criticism and analysis made a specialty. Easy and graceful movements secured.

Arithmetic.—Progressive Intellectual and Progressive Practical Arithmetic completed. Principles underlying all rules to be carefully studied. Thorough explanations of principles and examples required.

Grammar.—Analysis and parsing of difficult sentences. Correcting false syntax, with rules for each correction. Strict attention to punctuation. Close analysis of the best pieces of prose and poetry. Strict attention to the meaning of words used by the best writers. Writing review lessons from memory for mutual criticism. Careful use of language on all occasions. Business forms continued. Literary exercises.

Geography.—Physical and mathematical carefully studied.

History.—History of the United States completed.

Natural science.—Oral instruction may be given to the entire school on the more important principles of philosophy, physiology, or other science at the discretion of the teacher and directors.

GENERAL REMARKS.

In schools where the Fifth Reader is not used (its use should be discouraged in all district schools) the entire course marked out for this grade should be taken by the pupils in the Fourth Reader grade *after they have mastered the course as laid down for that grade*. Where the school is large, or where none of the grades are wanting, it will be necessary to pursue the plan of alternate recitations. In such cases classes in the Fourth and Fifth readers, history, mental arithmetic, physical and descriptive geography may very properly recite on alternate days, the lesson being somewhat lengthened. Where pupils have advanced beyond their grade in any branch they may, at the discretion of the teacher, recite in classes of another grade; but they should be held to their grade in every branch where deficient. Written examinations should be had as often as once a month, and

each term must close with a thorough oral and written examination. The teacher must make out a statement of the standing and grade of each pupil at the close of the term, the same to be given to the pupil or district clerk. All teachers must contract to follow this course of study according to the best of their ability.

Adopted by district No. —, this — day of —, 187—.

—, —, *Director.*
—, —, *Treasurer.*
—, —, *Clerk.*

NOTE.—For the assistance of teachers who desire to bring their schools fully up to this course of study a programme will be published, covering in detail the work to be done in each branch and outlining an order of exercises for a day in an ordinary country school. Institutes, training schools, and conventions will be organized by county superintendents for the special purpose of giving aid to all teachers in the county.*

A course of study will not run itself, and in counties where the superintendent was not a thorough schoolman, and where teachers themselves were ignorant of the real nature of the work required of them, little was or could be done in the way of grading the country schools, and the outline of work, as given above, proved of little value. In many counties, however, much was accomplished. The "course," as a beginner in teaching remarked, "shows what I ought to do and what I must learn to do," and was really a "guide" to the teacher, in some degree preventing the entire neglect of important branches of study and securing progressive work on certain lines. This was especially true in counties where the work in the institutes and teachers' meetings was made to bear on the "course of study."

With the usual change of superintendents came a loss of interest in courses of study, and for several years there was little public discussion on the subject; but a revival of interest took place, and one of the features of the State convention of county superintendents, held in St. Paul in December, 1881, was a paper by Superintendent C. W. Smith, of Hennepin, on "The practicability and advantage of grading country schools" and the spirited discussion that followed. Mr. Smith had succeeded in grading the schools of his own county, and his arguments were based on experience.

The following year (1882) the superintendents' convention determined on a plan for a graded course of study, and several superintendents adopted it with slight modifications for use in their schools.

To further the work, State Superintendent Kiehle printed a "Graded course of study for country schools" in the *School Register*, accompanied by such blank forms as were deemed necessary to carry out the proposed scheme. In his report for 1885-86 Superintendent Kiehle says:

A common-school manual has been prepared by the department at the request of the convention of county superintendents, in which the work of the schools is arranged so that teachers may know what work in the several branches should be done by the pupil at a given time. It also contains such suggestions as experience

* This was done in some counties.

has proven useful in the management of the school and the conduct of classes. The manual has already been introduced into the schools of several counties, and both superintendents and teachers have reported its value in the organization of their schools.

This manual was made the basis of instruction in all the State institutes, so that teachers who attended were, in a measure, fitted to carry forward the work. In 1892 some counties reported that the graded system with the course of study based, substantially, on the manual is working admirably; others say that "very little has been done," though districts taught by experienced teachers are accomplishing something. It seems to the writer that the consideration of the course of study in institutes and elsewhere has tended to bring teachers into right lines of work and to hold them there, even where no formal system of grading has been attempted in the county; that, as a result, better and more systematic teaching is the rule.

COMMON-SCHOOL MANUAL.

[Prepared under the direction of the superintendent of public instruction.]

INTRODUCTORY.

To county superintendents of schools and teachers of Minnesota:

This manual and course of study has been prepared at the request of the county superintendents of schools in convention. In obedience to this resolution of the convention all possible pains have been taken to incorporate the best thought and experience of our teachers and superintendents.

At a meeting of county superintendents and institute conductors, held at the capitol in July, 1886, the subject was thoroughly discussed. After this discussion a select committee was appointed, consisting of Prof. H. P. Judson, T. H. Kirk, J. T. McCleary, C. W. G. Hyde, and Miss Isabel Lawrence, with instructions to consider carefully all suggestions and to prepare a manual for the use of the common schools of the State.

Its purpose is to do the very sensible thing of arranging the work of the schools after some plan by which teachers may teach subjects and classes continuously, and that children may do the work which belongs to their respective ages at the proper time. It is not intended that a common school shall have that strict grading by classes and years which belongs to and is necessary in cities, where large masses of children must be cared for; but it is expected that we shall avoid that miscellaneous, aimless, and unprogressive condition of things in which a new teacher spends the first weeks in organizing her school and the remainder of the term in reviewing what was poorly taught and forgotten the term before.

CONDITIONS OF SUCCESS.

All organization and system presume intelligence. So it will be with this. First, and above all, is the county superintendent. Unless he is thoroughly in earnest and determined, unless he is well informed in the plan of grading the schools, and unless he makes it very prominent in his appeals and instructions to teachers, nothing of much importance is likely to come of this effort. Neither teachers nor people will see more in it than the superintendent sees, and without encouragement the best teachers will make no permanent progress in this direction.

Second, is the intelligent teacher. Without a good and energetic teacher it is a fruitless effort, even for a superintendent, to systematize instruction.

Districts that can not be persuaded to employ capable teachers of the first and second grades must be left to follow the old plan, and to get done what little they can.

Third, is regular attendance of pupils. If children do not come to school, or if they come and go as they please, and then expect that classes will be organized for them whenever they do come, and, besides, that their classes will wait for them when they are absent, nothing, of course, can be done with a manual of this kind. Teachers and school officers must insist that the work of the school be planned to meet the reasonable demands of the several ages of children; that those who expect to be taught be present when the instruction is given, and that when they fall behind, by reason of inability or irregular attendance, they shall take the class next following.

TEXT-BOOKS.

The arrangement of lessons in several subjects has been made to suit the revised text-books, which will soon be ready for the use of schools.

Some quite marked departures will be noticed, especially in arithmetic; but after a careful examination both of the plan of instruction and of the revision in preparation, the special committee and the superintendent are convinced that both are rational and practicable, and that, as experience has tested the plan, so it will, upon trial, approve the new book.

An elementary course in bookkeeping, for the use of common schools, has been prepared and added to the list of the State series.

The First Reader has been revised, and, in addition, four readers, to supplement the First, Second, Third, and Fourth Readers of the former series, have been prepared and are now in use.

This manual will be supplied for the use of State institutes, and will be used as the basis of instruction that teachers may be taught how to grade their schools and how to conduct their instruction upon the plan here provided.

It is recommended that at the teachers' meetings superintendents make the plan and the subjects of the manual topics for discussion, and that where districts are prepared for it school boards be advised to adopt this course for their schools. Such authoritative action will greatly support the teacher in grading the school and in requiring regular attendance.

With great confidence in the excellence of the work done by our special committee, and in the hope that it will contribute materially to the improvement of the schools of our State, I now submit it for your use.

D. L. KIEHL,

State Superintendent Public Instruction.

DEPARTMENT OF PUBLIC INSTRUCTION, STATE OF MINNESOTA.

St. Paul, November, 1887.

The manual thus prepared, and also a revision of the same, have been omitted on account of their great length. Very little has been heard of manuals or courses of study for some years. The discussions of educational meetings have turned to other matters now considered to be of vital importance. It may be doubted whether one in fifty of the present race of teachers knows that there ever was a "common-school manual" for his use.

MORAL SCIENCE, PHYSIOLOGY AND HYGIENE.

A law of 1881 authorized all school officers in the State to make provision for daily instruction in the elements of social and moral science, including industry, order, economy, punctuality, patience, self-denial, health, purity, temperance, cleanliness, honesty, truth, justice, politeness, peace, fidelity, philanthropy, patriotism, self-respect, hope, perseverance, cheerfulness, courage, reflection, self-reliance, gratitude, pity, mercy, kindness, conscience, and the will, and teachers were permitted to give a short oral lesson every day on one of the topics named.

The law relating to physiology and hygiene is much more emphatic, beginning with *shall* rather than *may*. It was enacted in 1887, and the first section reads:

It shall be the duty of the boards of education, and trustees in charge of schools and educational institutions supported in whole or in part by public funds, to make provision for systematic and regular instruction in physiology and hygiene, including special reference to the effects of stimulants and narcotics upon the human system.

It was also made the duty of all teachers in the public schools to give systematic and regular instruction in physiology and hygiene, including special reference to the effects of stimulants and narcotics upon the human system, and a refusal to do so is sufficient cause for annulling his or her certificate. No person can be licensed to teach without having passed a satisfactory examination in physiology and hygiene. It is the duty of the county superintendent to report all cases of failure to comply with the law, and any failure on the part of a school board to make provision for teaching the branches above named warrants the withholding of public funds from the offending district.

The superintendent of public instruction and the presidents of the normal schools were directed to recommend suitable text-books for the required study, and to furnish the same at cost to the several districts of the State.

Some of the leading schools of the State arranged for systematic instruction in morals, and the law relating to physiology and hygiene was for a time, at least, conscientiously observed. In order that teachers might be better prepared for the work imposed by the law, institute conductors were directed to give such instruction as appeared necessary, and an able lecturer, Dr. L. B. Sperry, of Carleton College, was employed during several of the institute seasons in giving public lectures on temperance, hygiene, and kindred subjects.

Although, from the nature of the case, much of the instruction relating to the effects of stimulants and narcotics has been perfunctory and must continue to be very unsatisfactory, on the whole it is believed that good results must have come from the operation of the

law, though it is apparent interest is on the wane. It is pretty hard to do much effective temperance teaching in localities where the educational leaders make public use of narcotics, to say nothing of stimulants.*

WOMEN MAY VOTE.

An act of 1878, based on section 8, Article VII, of the constitution, allows any woman of 21 years and upward, belonging to either of the classes named in our constitution and having her residence in the State and district, to vote at any school meeting held for the purpose of choosing school officers or to consider any measure relating to schools; and if a voter and freeholder, she may sign all petitions and remonstrances respecting the formation and alteration of school districts. Since 1885 she has been allowed to exercise the right to vote for county superintendent of schools. The law meets with general approval, and some of our best district officers and county superintendents are women.

COMPULSORY EDUCATION.

The legislature of 1885 passed a law requiring every parent, guardian, or other person having control of any child or children between the ages of 8 and 16, to send such child or children to a public school, or private school, taught by a competent instructor, for a period of at least twelve weeks in each year, at least six weeks of which time shall be consecutive, unless excused by the school board for satisfactory reasons. Any failure of a parent or guardian to comply with the provisions of this act was made a misdemeanor, punishable by fine. It was made the duty of school officers to prosecute all offenses occurring under the act. The law comes very near being a dead letter, the chief reason given for not enforcing it being that "people do not like to have trouble with their neighbors."

TEXT-BOOKS AND TEXT-BOOK LAWS.

The first settlers of Minnesota brought with them the books used in the schools of the States from which they came, so that there was a strange medley of books in most of the early schools.

The following were reported as in use in one of the older counties in 1860, and more than half the list was sometimes found in a single large school: Grammars—Bullion's, Butler's, Pinneo's, Wells's, Covell's, Smith's, Clark's, Green's, Brown's, Kirkham's, Weld's. Arithmetics—Thompson's, Adam's, Greenleaf's, Ray's, Davies's, Smith's. Geographies—Morse's, Mitchell's, Montieth's, Fitch's, Colton's. Readers—Town's, Sanders's, McGuffey's. Spellers—Web-

* In one of our cities the superintendent visited a primary room with a cigar in his mouth at the very time when the teacher was giving a lesson on the effects of tobacco. One little fellow went home greatly excited, crying out: "Ma, ma, our superintendent came into the school smoking a cigar."

ster's, Sanders's, Town's. Other counties might have reported as great a variety, and we find that an early effort was made to secure uniformity. Chapter 5, section 104, of the school code of 1849-1858, reads:

It shall be the duty of the superintendent* of common schools to introduce and recommend to the schools such books as he shall deem best adapted to their wants.

In his report for 1860 State Supt. E. D. Neill, gives a list of books which, "after due deliberation," he has thought best to "introduce and recommend to the schools." But the legislature of 1861, to which the report was made, enacted that "The State normal board is hereby directed to select and prepare a list of books to be used in the schools of the State" to be "authoritative and binding for the period of five years."

Agreeably to this provision, the normal board met at St. Paul in 1861, selected a list of text-books, made contracts with the publishers, and the books went into general use for five years. Near the expiration of this term the superintendent of public instruction, in his report for 1867, recommended "that a commission consisting of three members be created by the governor to designate a series of text-books to be used in the common schools." In accordance with this recommendation, the legislature of 1868 constituted the superintendent of public instruction, the principal of the university, and the secretary of state such board of commissioners.

The commission met, selected books, and made contracts with publishers. A part of the books were introduced by exchanging new books for corresponding old books in use; in some instances an old book and a little cash were required. Certain prices were fixed at which all books were to be sold after their introduction. The contract was signed October 1, 1868, and was to be binding for five years.

Not long after this list was adopted, people began to feel that the commission had not made a good bargain with the publishers, who, it was maintained, were receiving too much for their books. The words "monopoly," book ring, etc., were often heard, and in 1872 the dissatisfaction took shape in legislation, the following provisos being attached to the law of 1868:

Provided, That said commissioners shall not recommend any change in the series of text-books now in use within three years of the passage of this act. *Provided further*, That said text-books now in use shall be furnished and sold to all persons at a price 30 per cent less than the present lowest retail prices, as appears in the published catalogues thereof now in circulation in this State.

The old contract was to expire on the 1st of October following the passage of these provisos, and the plan was to continue the use of the old books three years longer, if the publishers would furnish them 30 per cent lower than they had been doing. But the publishers would

*State superintendent.

not accept the condition of the second proviso and the first was rendered void. Thereafter the people clamored for a still larger reduction, but, as publishers were firm in maintaining prices, nothing was done to relieve them.

At the expiration of the contract in 1873 the agents of publishers hitherto excluded from the field began to offer their books, and, if we may judge from the words of State Superintendent Burt, found in his report for 1875, things went from bad to worse very rapidly. Mr. Burt says:

The failure to adopt any State measures for the regulation of this matter has left the field open to numerous book agents, and they have not been idle. Already we find some seven different sets of readers in use in different schools, at least six geographies by different authors, and grammars and arithmetics in abundance. Captivated by low introductory prices, the people imagine that they are making a great saving on schoolbooks; but the end is not yet. They will find that in the result these discounts will be charged against them. If no restrictions are placed upon the operations of agents, we shall soon see one series of books voted into the schools only to be voted out next term or next month for some other series, gaining the ascendancy in some dark way that nobody can explain. We shall hear of new teachers carrying in new books every term, and of changes as fickle as they are frequent.

At that time the regular retail prices of schoolbooks were about as follows: Speller, 25 cents; first reader, 20 cents; second reader, 45 cents; third reader, 60 cents; fourth reader, 90 cents; first grammar, 60 cents; practical grammar, \$1; first arithmetic, 25 cents; second arithmetic, 40 cents; third arithmetic, 94 cents; first geography, 80 cents; second geography, \$1.50; history, \$1.50.

To bring order out of the confusion so graphically described by Mr. Burt, in the language just quoted, or, in other words, to secure State uniformity, then regarded as very desirable, and, especially, to reduce the price of books, the legislature of 1877 passed what is known as the "Merrill law."

This law authorized and directed the governor, secretary of state, and attorney general to enter into a contract with D. D. Merrill to furnish for the term of fifteen years suitable books for use in the common schools of the State. The said Merrill was to execute a bond in the penal sum of \$25,000, conditioned for the faithful performance by said Merrill "of all and singular the terms of said contract."

The quality in matter and material of the books to be furnished was to be determined by a commission, to be composed of the State superintendent and two county superintendents. The books selected were to equal in quality as to matter and material certain books named in the law and then in use in the schools of the State.

The law provided for agents for the sale of books in the several counties—district clerks at first; fixed a penalty for selling books above list prices, with 10 per cent added, and set apart the sum of \$50,000, designated as "the school text-book fund," for the purpose

of carrying out the provisions of the act. The act was not obligatory upon boards of education acting under special charters.

The contract was duly signed, the required bond executed, and, after some delay, the commission selected a list of books. The price of the books furnished averaged about 50 per cent less than the average price of the list named above. From that time on the law was in more or less successful operation, though from the very start down to the expiration of the contract there was much friction, not to speak of open opposition in several counties.

The Merrill contract expired in August, 1892, and there was at that time a strong movement in favor of free text-books. Indeed, the county of Becker had thoroughly tested the free-book system, and many districts in other counties were giving it a trial. Several free text-book bills were before the legislature of 1891, but, though they received considerable attention, neither became a law. Finally, in 1893, a law was passed providing for the loaning of text-books free of charge, or furnishing them to pupils at cost. Trustees or boards of education are to select books and contract for the same for not less than three nor more than five years. Publishers are to deposit samples of books offered with the superintendent of public instruction, together with a list of prices, before contracts can be made with districts. The question of providing free books is to be submitted to the voters of common-school districts on petition of not less than five legal voters; books are to be paid for out of the school funds of the several districts.

According to the report of State Superintendent Pendergast for 1896, 3,351 common school districts were loaning books to pupils without charge, and 1,056 were selling to pupils at cost. The average cost per pupil was 49 cents per annum.

Of independent and special districts 90 were furnishing free of cost and 30 were selling at cost.

The law is said to have very materially increased the attendance at schools, and it is believed that free books will soon be the rule in all the districts of the State.

MINNESOTA READING CIRCLE.

After much discussion among the leading educators of the State, officers of this new society were chosen^a and at a meeting held in St. Paul, May 2, 1885, all the officers being present, a plan of organization was unanimously adopted.^b

^aSee *School Education*, 1885, June, p. 83.

^bSuperintendent Kiehle named a committee, J. T. McTeary, F. L. Cook, and S. S. Parr, to present names as candidates for the several offices of the reading circle. Two names were presented for each office and eight for the advisory board. Teachers were requested to mail votes to committee and those having highest vote were declared elected. L. C. Lord was chosen president; C. W. G. Hyde, secretary and treasurer; S. S. Parr, corresponding secretary. W. F. Phelps, W. M. West, and W. W. Pendergast were on the advisory board.

The name was to be "The Minnesota Teachers' Reading and Scientific Circle."

Its object was to be the improvement of its members in literary, scientific, and professional knowledge, and the promotion of habits of self-culture. It was to be managed by a board of control. On the 23d of the above-named month the following course of study was adopted:

Literary.—Autocrat of the Breakfast Table, Whittier's and Longfellow's writings, Representative Men, Emerson.

History.—Barnes's Brief, Green's Larger History of the English People, Life of Calhoun.

Professional.—Thring's Theory and Practice, Tate's Philosophy of Education, Fitch's Lectures on Teaching, Quick's Educational Reformers.

Scientific.—Youmans's First Book in Botany, Wood's Object Lessons in Botany, Tyndall's Forms of Water, Proctor's Other Worlds than Ours.

Carefully prepared outlines for the study of the several works on the list were published in School Education, and considerable was said outside, but for some cause reading-circle work did not go forward, and at a meeting of county superintendents in December, 1891, F. B. Chapin, A. E. Engstrom, J. Q. Mackintosh, A. D. Gaines, B. S. Covell, and J. H. Chapman were appointed a committee on reading circle. The first meeting of the committee was held immediately after the adjournment of the convention and an organization effected.

On the 30th of January, 1892, the committee met again and organized as the board of managers of the Minnesota State Teachers' Reading Circle. The general plan of the board of managers was outlined in a circular which was distributed to teachers throughout the State. Three meetings of the board were to be held annually to select books, make rules and regulations, and to transact other business relating to the circle. To the teachers who completed each year's course of study and passed a satisfactory examination thereon a special permanent certificate was promised. The books adopted for the first year's course were Hewett's Pedagogy and Barnes's General History of the World.

About forty-eight counties did some reading-circle work during the first year after the reorganization. The total membership approximated 1,500. In 1896 Secretary C. G. Schulz reported a strong and healthy growth. The membership was increasing and circles had been organized in nearly every county of the State. The plan of issuing certificates to readers completing a prescribed course and of giving credit on the regular teacher's certificate was highly commended.*

* See State Superintendent Pendergast's reports for 1893-94 and 1895-96.

ARBOR DAY.

In the spring of 1885 Lucius F. Hubbard, governor of the State, issued a proclamation for the observance of arbor day, but the time between the proclamation and the day set apart was too short to allow general interest to be awakened by newspaper discussion, and few, if any, schools planted trees or improved their grounds. Since that year interest in tree planting has increased, though scarcely 1 school in 10 in the rural districts has interest enough to observe the day or even to preserve natural groves surrounding school buildings.

The first report on arbor day is found in the Report of the Department of Public Instruction for 1888. From this we learn that 41 out of the 77 organized counties observed the day by planting 6,394 trees, but nothing is said of the number of districts doing this work. It is stated that there were 42,500 trees on the school grounds of the entire State.

The report of the department for 1896 shows that 549 common school districts planted 13,240 trees that year; that 174 independent and special districts planted 1,761 trees, and that the number of rural districts having no trees was 1,765; independent and special having no trees on grounds was 120.

THE MINNESOTA EDUCATIONAL ASSOCIATION—ITS HISTORY AND NEEDS.

[From an address delivered before the State Educational Association, December 22, 1891, by Horace Goodhue, president.]

* * * * *

The association was organized at Rochester, August 27, 1861. The prime mover was Prof. John Ogden, then principal of the normal school at Winona, and now superintendent of public instruction for North Dakota. He was ably seconded by Prof. Jabez Brooks, Minnesota's veteran teacher, who, if I mistake not, is entitled to the high honor of having taught more years in Minnesota than any other citizen of the Commonwealth. B. F. Crary, D. D., then superintendent of public instruction, presented a constitution which he had prepared with the aid of Prof. V. J. Walker, and was chosen president. Each year since then the association has held a meeting, excepting 1875, when the national association met at Minneapolis, August 3, 4, and 5, it being the same month in which the State meeting had always occurred; and also excepting 1884, when so many of our leading teachers desired to attend the World's Fair at New Orleans, during the holiday vacation, that it seemed best to omit the State meeting. This, then, is the twenty-ninth meeting of the teachers of Minnesota. Fourteen times they have met under the name of the Minnesota State Teachers' Association and fourteen times under the name of the Minnesota Educational Association. Technically this is the fifteenth meeting of the Minnesota Educational Association, but it seems to me that every meeting of the Minnesota State Teachers' Association was a meeting of the Minnesota Educational Association, for it was the only Minnesota educational association of that time. The latter name is but an enlargement of the earlier one, to include not only the teachers of Minnesota, but also workers in all other departments of the educational field. Now all friends of education may be members of our association. Had we followed the custom of recent years our programme would have been numbered as the fifteenth instead of the twenty-ninth, but I am sure that anyone receiving it who was not acquainted with our history would have been misled by it, and would have thought that the educators

of Minnesota were fifteen years behind the times in organizing their work. Therefore we have called this the twenty-ninth meeting. You may say whether their next shall be known as the sixteenth or thirtieth, but if you take no action we will understand that you prefer to have it called the thirtieth.

The thirteen years of which we have no record were the first six, from 1861 to 1866, and the first seven after the change of name, from 1876 to 1882.* It would seem, then, that twice we have lost our book of records, but I am glad to be able to report that, as the result of considerable time and research on the part of several other teachers of the State, as well as myself, the records of these missing years have all been recovered from reports in the newspapers where the meetings were held, except the meeting of 1881, held at Lake City—the only file of the only paper published there at that time having been destroyed in the fire of 1883—but fortunately there was a very good report of the meeting in the St. Paul dailies. From these reports I have taken notes, and have had them put in typewriting, upon paper as large as our record book would contain, and these sheets, upward of fifty in all, have been carefully pasted into our book of records.

Anyone wishing to read up the history of these years more fully will find upon our records a list of the papers from which the reports have been taken, and they can all be found among the files of the State Historical Society, excepting the Rochester Republican of August 28, 1861, and the Rochester Post of August 31, 1861, the only known copies of which are in the possession of C. C. Wilson, esq., of that city, and the Winona Daily Republican of September 5, 1865, which is on file at the editor's office.

Perhaps I can in no way better present our history in outline than by a table of our meetings, giving the time and place of each, together with the name of the presiding officer.

It is as follows:

Meetings of the Minnesota Educational Association.

Time	Place	President
1. Aug. 27, 28, 1861	Rochester	B. F. Crary.
2. Aug. 27, 28, 1862	St. Paul	A. D. Williams.
3. Aug. 26, 27, 1863	Hastings	T. F. Therkston.
4. Aug. 24, 1864	Red Wing	T. F. Therkston.
5. Aug. 30, 31, 1865	Winona	John D. Ford.
6. Aug. 29, 31, 1866	Faribault	William R. Smith.
7. Aug. 27, 29, 1867	St. Paul	William F. Phelps.
8. Aug. 26, 27, 1868	Minneapolis	James Brooks.
9. Aug. 25, 27, 1869	Rochester	M. H. Dunnell.
10. Aug. 24, 25, 1870	Mankato	H. B. Wilson.
11. Aug. 29, 31, 1871	Winona	A. A. Harwood.
12. Aug. 28, 31, 1872	Minneapolis	Sanford Niles.
13. Aug. 28, 31, 1873	Stillwater	V. J. Walker.
14. Aug. 18, 31, 1874	Owatonna	D. Bart.
1875. No meeting	National Association	
15. Aug. 22, 24, 1876	Red Wing	H. S. Taylor.
16. Aug. 28, 31, 1877	Mankato	William Gorrie.
17. Aug. 13, 15, 1878	East Minneapolis	D. C. John.
18. Dec. 29, 31, 1879	St. Paul	O. Whitman.
19. Dec. 28, 31, 1880	do	C. W. Smith.
20. Aug. 23, 25, 1881	Lake City	B. F. Wright.
21. Dec. 27, 29, 1882	St. Paul	Irwin Shepard.
22. Dec. 28, 29, 1883	Minneapolis	B. F. Knorr.
1884. No meeting, owing to world's fair at New Orleans		
23. Dec. 29, 31, 1885	St. Paul	T. J. Gray.
24. Dec. 28, 31, 1886	do	W. W. Fulwell.
25. Dec. 27, 29, 1887	do	W. M. West.
26. Dec. 26, 29, 1888	do	C. W. G. Hyde.
27. Jan. 1, 3, 1889	do	H. P. Judson.
28. Dec. 30, 31, 1889 Jan. 1, 1890	do	L. C. Lord.
29. Dec. 28, 31, 1890	do	Bernice Goodhue.

* Published in full in School Education, January, 1892. No school journal was published in the State during that period.

† Vice-presidents.

You will observe that up to 1879 the meetings were all in August, near the close of the summer vacation, and in different parts of the State. The report of the State superintendent for 1879 and 1880, speaking of the change which then took place, says:

"It has always been difficult to secure at that season of the year the attendance of city superintendents and high-school principals. The arrangement for the annual meeting in August, 1879, failed mainly for that reason, and the executive committee called a meeting in the holidays at the State capital. The attendance was large." It seems that special effort had been made to secure a large attendance, and it was successful. An evening reception was given by the teachers and citizens of St. Paul, at which Prof. B. F. Wright presided. Governor Pillsbury, Mayor Dawson, and Dr. Murphy, of the board of education, made addresses. Professor Lyman, an elocutionist from Chicago, gave "A Tale of Ancient Rome," Professor Leib gave a "Gondola Song," and for his encore "Among the Lilies," and then followed a promenade. The Pioneer Press reports that there were said to be from 200 to 300 present at this reception. The constitution was amended so that the association should meet at St. Paul in December of those years when the legislature is in session, and alternate years, in August, elsewhere. In 1881 the last August meeting was held in Lake City, and was so poorly attended that some wished to reelect the old officers that they might conduct the next meeting under more favorable circumstances.

In December, 1883, at Minneapolis, notice was given of a proposed amendment to the constitution providing that all meetings shall be held at St. Paul during the last week in December of each year. This amendment was adopted in 1885. Such have been the changes in the time and place of holding our meetings, and all must admit that the resultant is thoroughly good.

* * * * *

The idea of meeting in departments is first found in the records of 1877, when provision was made for one session in three sections, and the following presidents of sections were chosen for the ensuing year: Prof. Levi Wright for the section of higher education; Supt. D. Burt for the section of school superintendency, and President D. L. Kiehle for the section of primary education. But the experiment of 1878 did not so commend itself as to secure its permanency, yet the idea was not long dormant, for in 1880 a high-school association was formed to discuss high-school work and the higher education. The membership was to be composed of the superintendents of graded schools, the principals and teachers of high schools, normal schools, colleges, and the university. They were to hold one meeting annually during the same week as the educational association, and had a separate membership fee of \$1. Later the high-school council had a separate meeting during the summer vacation, which was very highly prized by many. In 1888, after the lapse of eleven years, provision was again made for the three sections which we now have. The county superintendent's department had long had an independent existence, but the department of primary education was a new section. This is the third meeting of these departments, and I think it will be agreed that they are increasing in interest and influence every year.

Another thing worthy of mention is the endeavor that was made to establish a State reading circle in connection with our association. It has flourished greatly in some of the States, and is prized beyond almost any other feature of their work. This is especially true of Indiana, but here, too, our first attempt was not successful, and it was discontinued in 1896. However, some of our Hoosier schoolmasters may yet show us how it can be done.

With these general features of our development before us let us now turn back once more to fill in some of the more interesting details of the passing years, something of what has been said and done, by whom, and under what circum-

stances. As the records of our early years are brief, and the beginnings of every good enterprise come to have an exceptional interest later, I will give the reports of the first and second meetings entire.

FIRST ANNUAL MEETING, HELD AT ROCHESTER, AUGUST 27, 28, 1861.

The first session was held in the Baptist Church, at 2 o'clock p. m.

A temporary organization was effected by the choice of O. O. Baldwin as president pro tempore, and Professor Brooks as secretary.

Rev. Dr. B. F. Crary, of St. Paul, presented a constitution for the association, which was adopted, article by article.

Permanent organization.—President, B. F. Crary, D. D., St. Paul; vice-president, Prof. A. D. Williams, Waseoia; secretary, S. T. Jones, Mantorville; treasurer, O. O. Baldwin, Rochester.

Managers.—Professor Thickett, Hastings; Professor Tanner, Faribault; Prof. A. T. Stedman, Rochester; Professor Brooks, Red Wing; Prof. John Ogden, Winona.

Dr. Crary on taking the chair delivered a very able address, after which the following committees were appointed:

Common schools.—Professor Brooks, O. O. Baldwin, Professor Sanborn.

Normal schools.—Professor Ogden, Professor Thickett, P. C. Compton.

Text-books.—Professor Williams, S. T. Jones, B. F. Miller.

Professor Brooks was invited to deliver an address on the origin and structure of the English language. After the address the convention adjourned until 9 o'clock a. m. Wednesday.

Of the Wednesday meeting we have no record, but from another source it is learned that State Superintendent Crary was elected president for the ensuing year.

SECOND ANNUAL MEETING HELD AT ST. PAUL AUGUST 27-29, 1862.

The Minnesota State Teachers' Association convened at Ingersoll's Hall at 10 a. m. and continued in session two days. Notwithstanding the present distracted condition of our State, nearly 50 teachers and friends of education were present. In the absence of the president, Rev. B. F. Crary, the vice-president, Prof. A. D. Williams, of Waseoia, presided.

The sessions of the association were devoted to reports on common schools, normal schools, qualifications of teachers, institutes, lectures, and discussions on various educational subjects. The report of the executive committee contained many valuable suggestions, which were adopted by the association, the principal of which are:

First. That the public press should be enlisted to regular and specific advocacy of a perfect system of common schools.

Second. That a committee be appointed to prepare a circular and distribute it among all colleges, high schools, and other institutions of learning, inviting their teachers to unite with the association, and aid in promoting its interests.

Third. That a committee of lecturers be appointed by the executive committee to traverse the State and lecture on the subject of common schools, and awaken an appreciation of their value.

Fourth. That a committee of one from each county be appointed to urge the restoration of the office of State superintendent; also to support a normal school by a sufficient appropriation of money.

NOTE.—This demand continued to find earnest expression every year till it was granted in 1867; and whenever the question of State certification of teachers, which fills our records for the past twenty-four years, shall be officially presented by one earnest advocate from each county, it too will become a question of the past.

In the evening of the first day, Professor Brooks, of Red Wing, entertained the association with a deeply interesting and instructive lecture on teaching and the necessary qualifications.

On the second day resolutions were adopted requiring the president hereafter to open the association with an inaugural address, and declaring that loyalty and intelligence are inseparable; that where parents neglect to give their children education, they should be compelled to do it by legislative enactment; that where equal services are rendered by either sex, they should be equally remunerated; that the teachers present pledge their hearty support to the association and promise to aid in making our next meeting a Minnesota teachers' jubilee; that the school-books now in use under the recommendation of the normal school board are a deservedly popular series; that the teachers who have the public spirit to attend this association are entitled to preference in school appointments, if they show equal attainments; that the thanks of the association be tendered to Davidson's line of boats and Burbank & Co.'s stage line for a reduction in fare to the members of the association; also to the citizens of St. Paul for free entertainment.

Professor Williams, of Wasioja, entertained the association at 11 o'clock a. m., with an excellent and very appropriate lecture on "Self-culture." In the afternoon the association was very agreeably and profitably entertained with a lecture by Dr. B. M. Dewey, of Rochester, N. Y., on physiology and phrenology. The doctor is a felicitous lecturer, and is master of his business. We recommend him to all who wish to avoid the blues and biliousness.

The officers for the ensuing year are as follows:

President, Rev. J. G. Riheldaffer, St. Paul.

Vice-President, Prof. T. F. Thickstun, Hastings.

Secretary, J. H. Gates, St. Paul.

Treasurer, W. T. Hatch, Prescott.

Chairmen, Rev. Jabez Brooks, Red Wing, and Prof. A. D. Williams, Wasioja.

Managers, Rev. D. Burt, Winona; Rev. D. Graves, Hastings, Ex-Lieut. Governor Holcombe, Stillwater.

After having designated Hastings as the place of holding the next meeting, the association adjourned, to meet on the last Wednesday of August, 1863, having spent a pleasant and harmonious session.

The distracted condition of the State, referred to above, will be readily understood from the following headlines, taken from the daily papers for August 27 and 28.

August 27.—Arrival of McClellan's army; advances prematurely made; a great crisis passed; Washington safe; Pope's money, baggage, and official papers destroyed.

From the Chippewa country.—Threatening condition of affairs; letters from Fort Ripley; the Norway Lake murders; mutilation of the dead.

August 28.—Battle of New Ulm; 10 whites killed and 57 wounded; Captain Dodd, of St. Peter, killed; Rev. Mr. Smith, of Mankato, killed; Mr. Edwards, editor of *Le Sueur Journal*, killed. Safe arrival of missionaries at Henderson; five days fighting; fort attacked every hour; can not hold out much longer; cheering news from the upper agency; 62 persons saved; escape overland to Glencoe.

The third, fourth, and fifth meetings, like the second, were held in the river towns, at Hastings, Red Wing, and Winona, and the favors received were still from the steamboat and stagecoach lines. There were 130 present at Hastings, 96 of whom came from the four towns of Hastings, Red Wing, Winona, and Prescott, Wis. The local interest at Winona was shown by the omission of the usual Thursday evening meetings of the churches. In 1863 the committee on normal schools reported as their second resolution: "That the proffered pledges of the State and the generous acceptance of them by the citizens of Winona demand a

resuscitation and permanent establishment of the State normal school at Winona." A resolution from another committee was also adopted: "That a committee be appointed to urge upon the legislature the appropriation of money sufficient for the efficient and successful conduct of the normal schools already established and for the foundation of others in contemplation as soon as expedient." How strangely successful these men of early times were in securing what they wanted of the legislature. I also find that in 1863 and 1865 the programme for the next meeting was largely prepared a year in advance by a business committee, and six or seven leading topics were assigned to individuals for study and presentation.

The sixth meeting was held at Faribault in 1866. The railroad was then in operation, and its influence was apparent in a largely increased and more representative attendance of the educators of the State. The names are given of 80 members who were present at the opening session from 17 counties, while the attendance from Rice County was so large that it was omitted altogether. The next day the members of the convention were reported according to the place of their nativity, as follows: From Maine, 10; New Hampshire, 8; Vermont, 26; Massachusetts, 33; Rhode Island, 2; Connecticut, 10; from New England, 86; New York, 55; Ohio, 14; Pennsylvania, 5; New Jersey, 3; other States, 18; foreign countries, 12. Total, 196.

This was a quarter of a century ago. Why is it that, with three times the population and better and cheaper transportation we have made so little advance over the past generation?

The sixth, seventh, and eighth meetings were each memorable for an intense discussion of "The Bible and religious instruction in the public schools." It was ably conducted by such men as Bishop Whipple, Bishop Grace, Rev. Dr. Patterson, Rev. Mr. Cobb, Professor Phelps, J. L. McDonald, Captain Johns, Parker Paine, Rev. J. G. Ribeldaffer, Prof. W. O. Hiskey, and others, but led to no practical results. Each year has had its characteristic features, but time will allow me to recount only a few of the more remarkable. In several ways the meeting of 1877 was exceptional. First, because of two papers of such rare excellence that they have received the unique distinction of being printed in full in the report of the State superintendent, one by Miss E. A. Wheeler, of Winona, on "The method of teaching history," and the other by Miss Abbott, of Minneapolis, on "The recitation and its object." But the most marked event of this meeting was the heated debate and the radical action taken respecting our text-book law of the preceding winter.

The association, by a very large majority, adopted the resolutions presented by its committee, declaring that the law of last winter not only unnecessarily contravenes well-established laws of trade, but that it is sumptuary in its character and antagonistic to the spirit of the age and the genius of American institutions, and, after much more of the same tenor, closed with the request that the legislature repeal it unconditionally and reimburse the contractor as far as equity requires.*

The meeting of 1882, held at St. Paul, also deserves especial mention, for it was then, under the skillful management of President Irwin Shepard, that we attained our highest success, both in quantity and quality. When congratulating telegrams came from 500 Housier teachers and 400 Kansas teachers, and then from 300 teachers of Illinois, we proudly replied in the name of 400 Minnesota teachers, in convention assembled. The introductory meeting was not of the usual order. Market Hall was completely filled. The meeting was called to order by President Shepard in the absence of Governor Hubbard. Gen. John B. Sanborn presided. The music for the evening was furnished by a chorus, a male quartette, and a soloist. Addresses were made by Hon. Thomas Wilson and Rev. R. G. Hutching, and letters of regret were read from ex-Governor Davis, General Sibley, and Hon.

* What was known as the Merrill law.

J. B. Wakefield. The programme for the other sessions presented the greatest variety, and there were three speakers from abroad—Prof. O. T. Bright, of Chicago, who gave a paper entitled "Teaching English to children," saying, "Teach them to speak correctly and they will write correctly;" Professor Daniels, of the National Association, who spoke on "Industrial education," and Hon. A. D. Mayo, who gave the evening address of the second day on "The educational outlook," saying 10,000,000 children are to be educated by the American system, 9,000,000 of whom will graduate before they are 15 years old. High schools and normal schools have taken the place of academies, and the two distinctive features of the university, unsectarian character in religion and elective studies, are now found in all colleges. We should have special schools for industrial training.

Nor were the good things all said by those from abroad, as these words on "Character in the common schools," will witness: "There should be conscience back of the jack plane. Men strike the keynote of life before they are 20 years of age. You must therefore finish your work with the pupil in the common schools. Put behind him a sensitive, burning conscience as a rule and rudder through life." These two addresses I would bring before you as types of some of our best work, one, of the more extended lecture or oration, which has claimed the attention of all for an entire session. Of this sort you will readily recall Superintendent Howland's address on "The recitation;" President Northrup's on "Teaching and teachers;" Prof. Downey's on "Leaders," and several by Dr. C. N. Hewitt on "The causes of physical deterioration at work upon school-teachers and the school-going population," and kindred themes. The other is one of those most forcible utterances which have been spoken almost every year upon some phase of moral culture, and which has kindled in us all anew the determination to do our work by a broader pattern and in a nobler way. Our efforts to secure legislation have generally failed, because we have not met the conditions of success; but in this part of our work there is always complete success, and we should increase it as much as possible. We also recall with pleasure the visits of Mr. Bicknell and President Canfield, when as presidents of the National Association they have spoken to us of its history and its aims for the succeeding meeting. We, too, have repeatedly sent delegates to it, and upon their return they have reported most interestingly upon its work. Such were the reports of Superintendent Kiehle in 1880 and Prof. B. F. Wright in 1883.

You may also be interested to know what educational themes have been most frequently presented in the years that are under review. I have already spoken of the certification of teachers and moral culture; with these I would group the high-school question in its varied forms, and other education by the State, and next music, whose claims were presented at five of the nine meetings held during the eighties. This is closely followed by "courses of study for country schools," school libraries, science teaching, language teaching, civics, manual training, compulsory education, history teaching, kindergarten, drawing, reading, and, in earlier years, the township system. But from this past let us turn to the needs of the present and the greater future; that I am sure is to open before us.

I will first call your attention to one of our lesser needs, an improvement in the keeping of our minutes and a place of safe deposit, easily accessible to all the officers of the association, when making their programmes. I find that the local papers give a far better idea of what has been done than our minutes. They print some addresses in full and give good synopses of others. The secretary, therefore, should always supplement his written record by clippings from the best newspaper reports, and thus preserve as much as possible of our history. It is surprising that the number in attendance and the treasurer's report have rarely been given. The printed programme also and all of the preliminary circulars should

be carefully preserved, for no one is twice chosen to the presidency, so each needs to profit by the experience of his predecessors. If those in charge of the last eight meetings had been fully informed at the time of their election regarding all of the preliminary work which was done to secure the phenomenal success of 1882, the association would have already received a greater benefit therefrom than it did from the meeting itself.

As a place of safe deposit and accessible to all, I would suggest the office of the State superintendent. It is the teachers' headquarters, where the executive committee would naturally meet to prepare their programme. Hereafter they will want to know what has been done in the departments as well as in the general association, so all of the records should be kept together. Twice this year, to my knowledge, the superintendent has received requests from other States for a copy of our constitution, which is another reason why the records might well be deposited there.

But the great question before us is how can we so increase our attendance, and thereby extend our influence, that our association shall truly represent the educators of Minnesota.

Last year it was voted that the names of all members be printed in *School Education*, so we have an authentic list—140 names in all; less than two from each county, less than the teachers in the private schools of the State, less than the collegiate instructors of the State, only one sixty-third of the public-school teachers in the State, about one-fifteenth of the teachers of the graded schools, less than the average attendance upon our association in 1867, 1868, and 1869, the only other years in our history when we have authentic lists of our members. We ought last year to have enrolled more than that number from St. Paul and as many more from Minneapolis; even then two out of every three would have been elsewhere. But how many may we reasonably expect at such a gathering from a State like ours.

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If we will make our association what it ought to be, and bestir ourselves as we ought, we shall quadruple our attendance in two years; that is, secure a paying membership of 560 within that time.

I esteem our recent organization of departments to be the most important change we have ever made, the benefits of which we are only beginning to realize. I fully agree with President Seaman, of California, when he says: "The section idea, it seems to me, is the only possible way to meet the demand of the teachers, by making the work reach each one and in the lines of each one's special department." Our association includes all classes of teachers, from the aspiring schoolma'am of the country district to the president of the State university. Have you ever thought how difficult it would be to find topics for four sessions each year that would interest at once the country teacher and the grade teacher, the teacher of the private school and of the high school, the county superintendent and the city superintendent, the college and the university professor? I hope that our symposium to-morrow afternoon on English language and literature may meet this difficult requirement in some goodly degree, but I am very glad, and I think you are equally so, that our sectional meetings are responsible for the other three. In former years when our interest has centered in special lines, whether it has been legislation, normal schools, city superintendency, the teaching of reading, drawing, or Greek, those not interested in these lines have gone home to stay at home thereafter, and to advise their friends to do the same. I do not wonder that the county superintendents long found a separate organization more profitable, nor that the college men have not been largely represented in our meetings. We may be assured that we have had small numbers simply because it was the judgment of the great body of teachers that it did not pay to come; but fortunately this is

a thing of the past, and I hope we all realize that it is past never to return. Hereafter the most of our strong work must be done in departments, yet let us not make the mistake of going too far or too fast in this direction. Three sections are enough for 150 teachers. Let an increase in sections and numbers come hand in hand; each will help the other.

I think we will also make our meetings more valuable and increase our attendance if we give larger place in our programmes to the reports of successful practice and less to theory. We should secure from the most successful teachers in every branch a plain statement of how they do their daily work, how they have overcome their difficulties, and so won success. As an illustration of this idea I invite your attention to the symposium on instruction in Latin and modern languages this afternoon. Similar ones could be given just as well on the teaching of geography, history, or botany, and we would all gladly listen to those who are acknowledged to have succeeded in any of these lines while they tell us how they have actually done their best work, but we are quite indifferent respecting the theories they may hold on the teaching of other things.

Another need is more money. Our membership fees in 1873 amounted to \$19; in 1878 to \$49.50; 1886, \$40.50; 1887, \$43.50; 1888, \$43. These are the only years reported. In 1886 our expenses were only \$11.50—\$10 for printing, \$1 for postage, and 50 cents for a telegram. Iowa, on the other hand, last year expended \$817.02, received in membership fees \$967, and had a balance left in the treasury of \$497.06. Our expenses this year will approach \$200, so we need to double our fees both in size and number.

Then, too, the time has come for us to print our proceedings. This question has come up two or three times before, but now that we meet in sections there is greater reason for printing them than ever before. Our papers would be more carefully prepared if it were known that they were to be printed, and anyone who was not able to be present would keep the run of our doings by forwarding his membership fee and receiving a copy of the proceedings.

Since the date of Professor Goodhue's address (1891), the association has held annual meetings, as follows:*

Time.	Place.	President.
30 days, 1892	St. Paul	J. T. McCleary.
31 days, 1893	Minneapolis	R. E. Denfeld.
22 days, 1894	St. Paul	J. Q. Mackintosh.
23 days, 1895	do	S. A. Farnsworth.
24 days, 1896	do	S. S. Parr.
25 days, 1897	do	D. L. Kiehle.
26 days, 1898	do	A. E. Engstrom.

The general association in 1898 was made up of the following departments or sections, each doing its own work a portion of the time, but all participating in the deliberations of the general association: County superintendents' section, elementary section (child study branch), graded-school section, associated school boards, high-school section, college section, music section, city superintendents.

*All meetings held during the holidays.

Aside from the able address of Horace Goodhue, as given in part above, the principal feature of the general association of 1891 was a symposium on the "The place English should hold and how it should be taught."

The following papers were read: "English in the district schools," by Gertrude C. Ellis; "English in graded schools," by Laura Hand; "English in the high school," by E. K. Cheadle; "English in higher education," by George H. Innis.

George B. Aiton, chairman of the committee on revision of the constitution, reported a new one, which was adopted with some slight changes. Rev. Smith Baker gave an address on "The dignity of the common-school teacher," which was published in *School Education*, and also in pamphlet form for wide circulation.

In 1892, one of the prominent features of the general association was a symposium on history and civics, and a spirited discussion on summer schools and teachers' institutes.

The full proceedings of the association, including all its departments, for 1893, were published in pamphlet form by School Education Company. Since that date they have been published by the State printer under a law enacted in 1885, 5,000 copies being issued annually, so that all may read.

Chapter II.

HIGH SCHOOLS.

By Prof. A. W. RANKIN, *State Inspector of Graded Schools.*

TERRITORIAL DAYS.

Minnesota became a separate Territory in 1849. Since 1776 the land now comprising the State of Minnesota, in whole or in part, has been owned or controlled successively by Virginia, France, by the Northwest Territory of 1787, and by the Territorial governments of Indiana, Louisiana, Illinois, Missouri, Michigan, Wisconsin, and Iowa. This varied connection made the pioneers of Minnesota acquainted with the laws and customs of contiguous and parent States. In Minnesota's Territorial common-school system we see the influence of this acquaintance. Although other States, and notably Indiana, in constitutions and laws, had provided in definite terms for free high schools, there is no recognition of the claims of such schools in the earliest laws or executive documents of the Territory of Minnesota.

In Minnesota Territory, as in all newly established settlements, the proportion of very young children was much greater than in older communities. When children were ready for advanced work, in 1853, at the recommendation of the first Territorial superintendent of schools, Rev. E. D. Neil, the following law was passed:

SEC. 18. *School laws.*—The trustees of any two or more school districts may, by a concurrent vote, agree to establish a grammar school for the older and more advanced children of such districts.

The second superintendent of schools, E. W. Merrill, in assigning a reason for recommending books for advanced classes, refers to this section of the law. After quoting Webster's Dictionary to the effect that a grammar school is a school where the learned languages are taught, he says:

By learned languages we usually mean the Latin and Greek, but others may be included.

He recommends for use in the public schools the following list: Davies's series of arithmetics and higher mathematics, Parker's natural philosophies, Cutter's Physiology, McClintock & Crook's Greek and Latin books, Woodbury's German works, Fasquelle's French series.

This list of books furnishes evidence that high-school studies were pursued under the Territorial system, and with the tacit approval of the authorities.

During the years 1856 and 1857 nearly thirty private academies, seminaries, and like institutions under various names were incorporated by the Territorial legislature. The very names of most of these schools have long been forgotten, although it was undoubtedly expected that a system of tuition schools would occupy the field of secondary education.

CONSTITUTIONAL CONVENTION, 1857.

Mr. A. E. Ames, chairman of a committee to report a plan for a public-school system, submitted in part the following:

Wisdom and knowledge, as well as virtue, are essential to the preservation of the rights and liberties of the people, therefore it shall be the duty of the legislature of this State to cherish the interests of education in literature and science and to establish a general system of public schools; to encourage public and private instruction for the promotion of agriculture, arts, science, commerce, trade, manufactures, and natural history of the country, and to adopt all means which they may deem necessary and proper to secure to the people the advantages and opportunities of education.

This portion of the report was copied nearly verbatim from the Massachusetts constitution of 1780.

Various amendments were proposed to the report of Mr. Ames, but they were all voted down. These amendments were generally in the direction of a more specific recognition of the common branches.

One proposed the insertion, after the word "instruction," of the words "in the first principles of English grammar and;" another the striking out of the words "in literature and science" and "for the promotion of agriculture, arts, science, commerce, trade, manufactures, and natural history;" another moved to strike out the preamble.

These amendments were lost, but when Mr. Ames's report was returned from the committee on phraseology it was stripped of all recommendations as to curriculum of studies.

As regards the schools themselves, the constitution of Minnesota simply declares it the "duty of the legislature to establish a general and uniform system of public schools." No reference whatever is made to secondary schools, although the University of Minnesota, as established under Territorial laws, was adopted by the constitution of the new State.

By legislative enactment (25 Minn., 1), the State decided that the constitution does not prohibit a legislature from "providing public schools other than those included in the general system, or creating exceptional districts to meet particular and exceptional cases."

BEGINNINGS.

The following statistics serve to show how recent are the beginnings of the high-school system of Minnesota. The public schools of Minneapolis in 1861 reported the following:

Number of pupils in—

Reading	519
Spelling	536
Geography	284
Writing	155
Grammar	99
Physical geography	24
Written arithmetic	241
Mental arithmetic	328
Algebra	24
Geometry	12
Surveying	2
Trigonometry	2
Latin	21
Greek	4
Chemistry	9
Natural philosophy	6
History	7

Winona reported 35 high school pupils in 1862.

St. Paul reported no high school department in 1861.

In 1870 only 17 cities reported high schools. This number is untrustworthy, as reports were not accurate or regular.

GENERAL LAWS, 1861-1878.

The general laws of this period contain few references to high schools or to secondary education.

In 1861 the following sections were enacted:

SEC. 22. It shall be the duty of the district superintendent to examine teachers touching their moral character, learning, and ability to teach reading, writing, English grammar, including orthography, arithmetic, geography, history, and such other branches as may from time to time be prescribed by the State normal board of instruction. [This State normal board of instruction was a provision retained from Territorial days, and consisted of six members.]

SEC. 61. The State normal board of instruction is hereby directed to select and prepare a list of spellers, readers, grammars, geographies, arithmetics, histories, and other books, to be used in the common schools of this State.

In the general law of 1862 the following provisions relating to high school work were made:

The county auditor was ordered to report the number of high schools in each county. In this law the privilege accorded to the State normal board of instruction of adding "other branches" to the common school branches as requisite for examination for certificates of teachers was withdrawn.

In 1865 the following general law was passed:

AN ACT for the organization and regulation of independent school districts.

Sec. 17. The board shall have power, and it shall be their duty, first, to establish and organize such grades of schools, alter, and discontinue the same, in said district, as they may deem expedient.

Until 1878 the above were almost the only references in the general laws to secondary education. This indicates the unsettled state of the public mind with reference to the propriety of supporting free high schools by general taxation. Free public secondary education was the latest department of the public system of schools to establish itself.

The following special acts of the legislature will show the cities first to take steps to organize high schools. The grading of schools made high schools inevitable. Hon. M. H. Dunnell, State superintendent in 1868, says in his annual report:

It is noticeable that in nearly every place where the public schools have been thoroughly graded private schools have ceased to exist.

SPECIAL LAWS.

The first general law establishing a public school system contains no reference to high schools.

The first special act was passed February 28, 1860, and was entitled "An act for the support and better regulation of common schools in the city of St. Anthony" (now a part of Minneapolis).

Section 6 of this act provides:

It shall be the duty of said board of education to establish within the bounds of the city corporation of St. Anthony four or more primary schools in which the rudiments of an English education may be taught. It shall be the further duty of said board to establish two grammar schools, where instruction shall be given in the various studies not provided for in the primary schools and yet requisite to a respectable English education, and it shall be the further duty of said board to establish a central high school, where instruction in the higher English branches shall be given.

In this act provision was made for free tuition and for all parts of the system of schools and for "a thorough examination" of pupils in each department before passing into the next department. The board of education was given "power to determine what various studies and parts of studies shall be taught in any and all of said schools, so as best to carry out the provisions of section 6 of this act."

This section was amended January 26, 1891, by the insertion of a clause authorizing the high school to teach the languages. Later, in 1864, the act was changed to authorize the establishment of a high school, "where instruction in the higher English branches shall be given," no reference to other languages being made.

In 1861 Winona secured special legislation organizing its schools, in accordance with which the board of education was authorized "to



CENTRAL HIGH SCHOOL. MINNEAPOLIS.

contract with and employ all teachers in the common schools and high school." In 1862 Winona secured a provision authorizing "the superintendent selected by the board to superintend the grading of the schools and examination for promotions."

These special acts show no general tendency except conservatism. In several cities boards of education were directed to publish annually in the local newspapers a statement of branches taught in the schools.

AGITATION TOWARD ORGANIZATION OF SECONDARY EDUCATION.

In 1869 William W. Folwell was appointed president of the University of Minnesota. He came to his work well equipped by experience and native ability to lead in the cause of secondary education.

In his first report he said:

Our system of public instruction will not be an organized whole until the "secondary" schools are graded not merely with reference to the primary schools below but to the university above. This can be done not only without detriment, but with advantage to that great class of students who will choose to content themselves with academic education only.

This utterance was the beginning of a persistent and intelligent agitation for the establishment of a complete, continuous, and efficient system of schools which should offer every child in Minnesota a liberal education.

In 1872 a committee was appointed by the State superintendent of public instruction, H. B. Wilson, "to suggest some plan for securing a course of study in our high schools that shall be preparatory to our State University." The committee consisted of Supts. David Burt, Winona; O. V. Tousley, Minneapolis; O. Whitman, Red Wing, and made the following report:

In attempting to discharge the duty assigned us we recognize the fact that our high schools have a specific work in our graded system; that they are designed for those who have passed through the lower schools in the grade and may never be able to go beyond the high school. We regard it as necessary that these schools should have a course of study for such that will qualify them as far as possible for the spheres of life which they may enter on leaving the high school. Our acquiescence is hearty in what is intended by the assertion that they are the people's colleges for the education of the masses of our youth who will enter no higher institution of learning. We believe that they should have a course of study sufficiently broad and versatile to accomplish this purpose. Yet while this is done the question arises, Can there not be some point of articulation between these schools and our higher institutions of learning? Can they not also prepare for higher courses of classical and scientific study those who may wish to enter our university, having an optional course of study for anyone who may desire it, known to be satisfactory to the officers of that institution? Can not this be done in many of our high schools and ultimately, perhaps, in all of them without interfering with their appropriate work as related to the lower schools in our graded system?

On August 27 of the same year President Folwell read to the convention of city and county superintendents a communication by his

own pen from a committee of the board of regents of the university consisting of Charles S. Bryant, A. A. Harwood, Paris Gibson, and William W. Folwell. The committee made the following statement as to the purpose of the communication:

The business of this committee is formally to invite this body to join the board in an endeavor to bring about a vital, organic connection between the university and the high schools. Belonging, as the university does, to the system of public instruction, its governing board and its faculty of instruction already feel that they have your sympathy, and, so far as circumstances will allow, your cooperation. There is, however, a wide difference between a mere moral or sentimental union and a lawful, vital articulation of members in a common body, between a mere association and an organism.

Discussing the situation in the United States at that time, President Folwell said:

Confining attention strictly to the public education, and leaving out of sight private educational work as of no present concern, the committee think it apparent that our State systems are generally defective in failing to provide suitable schools between the university and the primary schools. So far as we are aware, not a single State has organized or provided for any such schools as essentially State schools. We are obliged to deny the full right of the high schools to claim such place and rank in the State system proper, because, in general, they are organized and operated under special charters for the benefit—sometimes exclusive benefit—of particular localities. They are necessarily inaccessible to the great body of the people under the present legislation. In no State, so far as we are informed, does there exist any authorized relationship between the universities and these local city high schools. The oldest and most successful of these State universities contents herself with offering to send delegations from her faculty to such high schools as will receive them, for the purpose of holding examinations of students wishing to enter the university. The executive officer reports with enthusiasm the accession of numerous well-prepared candidates from the public high schools.

After citing European systems of education to show the essential importance of preparatory schools, the committee assumed three points:

1. That there shall be at length a comprehensive organization of public education in Minnesota, embracing all grades.
2. That the State university may form the "roof and crown" of a noble structure of high schools based firmly on the broad foundation of the common schools of the State.
3. That the superintendents, principals, and teachers of the high and graded schools, one and all, will, now and always, cooperate with the university authorities in securing that actual union so essential alike to the schools and university.

The committee then discussed a question which is still a mooted one among educators:

The public high school, as already intimated, exists under a special charter for the benefit of the local community, having but little or no connection organically with the State system. The course of study is contrived accordingly and without

reference to any superior institution. Existing primarily for the benefit of that great number of youth who, having been advanced beyond the common school, can not carry their education beyond into the college or university sphere, the high school must arrange its curriculum accordingly. The work of educating this great body of youth is one not to be slighted. Nor is there any need of neglect, for, happily as we believe, the high schools, while carrying it on with the utmost efficiency, can at the same time undertake advantageously and with economy the preparation of students looking forward to the university. The history of the German secondary schools, the gymnasia and real schools, proves this. Their courses of study, planned with reference primarily to the university, are still in a remarkable way adapted to the wants of students who can not advance to the university, and thus a double work is carried on in the same school successfully and without embarrassment.

This is what the American high school can do: It can educate the ten students who do not go to the university along with the one who does, to the decided profit of all. It will take some ingenuity to frame the course or courses of study, but it can be done, because it has been done.

The communication proceeded to state the desirability of the high schools eventually taking from the university the first and second college years' work. There are many of our educators who still believe that the State would do well to endow eight or ten high schools located in convenient centers of population, so that these schools would be able to offer the freshman and sophomore work of colleges.

In 1875 State Supt. D. Burt referred to existing conditions in the following language.

It is a fact that the best material for colleges and universities is scattered through the agricultural parts of our State. It is not urban, but rustic, while the high schools are not in the country, but in the city. This fact suggests the strongest form in which the question of State patronage for some of our high schools can be put. Should not the principal school of a county be open, free of charge for tuition, to the aspiring and worthy youth in the rural part of the county? Should not such persons, partly at the expense of the State, be induced to enter upon a higher course of learning? Would it not conduce to the public welfare for the State to say to boards of education in our leading high schools, Open your doors to all scholars in the rural districts prepared to enter your regular classes and willing to graduate and pass on to the courses of study in higher institutions, and you shall be compensated for the cost of furnishing instruction?

Three years later (1878) Superintendent Burt reports that 3 schools offered Greek and 22 Latin. Forty-six students took Greek and 444 Latin. This may serve as an indication of the condition of high schools at that time. They were not strong. They were a disappointment to wellwishers. The general public regarded them with indifference, and many legislators did not approve of the State's offering free secondary education. Superintendent Dunnell's statement to the effect that thorough grading of the public schools meant destruction to private schools had been proved true. There were in the State only a few struggling academies supported by private or

denominational enterprise. The university was not getting students from high schools. Superintendent Burt in his report in 1878 says:

In our own State results may not warrant an opinion. While the high school at Winona* has sent to the university only two students, the academy at Afton has sent ten, and that at Waseoia the same number. If we fail in our expectations as to high schools perhaps we can turn to academies.

Undoubtedly this was a critical time for high school work in Minnesota. The university retained its preparatory department of necessity, because only two or three cities supported high schools regularly fitting for the freshman class. The high schools of the State for the year 1877 reported 117 graduates. It is safe to say that not 20 of this 117 could have entered the freshman class in a reputable college. In 1876 the university refused admission to its preparatory department to those who could get the equivalent instruction at their home schools. Probably this action was effective in showing the high school men of the State that the university did not wish to take students unprepared for the freshman class.

In August, 1877, the State Teachers' Association assembled in convention at Mankato adopted the following resolutions:

Resolved, That this association earnestly hope and recommend that the boards of education in our cities and larger villages will at the earliest moment arrange courses of study suited to prepare students for admission to the university, and whenever possible to admit outside students to those courses on liberal terms.

Resolved, That the legislature be requested to make suitable appropriation for paying the tuition of country students in the high schools of the State, so that a free education from A B C to the master of arts may be the birthright of every child in the State.

Resolved, That there be a committee to bring this subject to the attention of the governor and the legislature in such a manner as may seem to them suitable.

These resolutions were written by President Folwell. The State was fortunate at this period in having governors who were thoroughly in sympathy with this movement. Governors Cushman K. Davis and John S. Pillsbury had in annual messages urged upon the legislature action in harmony with the above resolutions.

THE FIRST GENERAL HIGH-SCHOOL LAW.

The first high-school law was passed in 1878. The bill was drawn by President Folwell. By its provisions the sum of \$400 annually was offered to any graded school of the State under the following conditions: (1) Pupils should be admitted free of tuition from any part of the State upon proper examination; (2) instruction should fit at least for the subfreshman class of the university; (3) the school should submit to inspection by the State high-school board created by this act.

The examination for entrance to these schools was at first nearly

* Winona had a large high school. The small academies mentioned were located in country villages.

equivalent to that of a candidate for a first-grade teacher's certificate. Later the standard was lowered to that of the examination of a candidate for a third-grade teacher's certificate. The State high school board was composed of the superintendent of public instruction and the president of the State university, ex officio, and of a third member to be appointed by the governor. Governor Pillsbury appointed Hon. Charles S. Bryant the third member of the board. Mr. Bryant was a man highly esteemed in educational circles for his devotion to a progressive and efficient system of public schools.

This law was at once put into effect, but its operation ceased with the year 1878 because of the failure to insert the word "annually" into the section providing an appropriation. During the time of its operation some forty-two schools received the \$400 each, and a beginning was made in the matter of State inspection. The law, however, was not satisfactory in its details, and during the session of 1881 two bills were introduced in the legislature—one in the house and one in the senate. Mr. Bryant was the author of the senate bill; Superintendent Burt and President Folwell were the authors of the other. Each body insisted on its bill, and it was only on the last day for introducing bills that President Folwell succeeded in proposing a compromise bill slightly amending and simplifying the old law. It was introduced in the senate by Hon. John Nicols. The success of this compromise bill was largely due to the Hon. R. A. Mott, of Faribault, then a member of the house, whose distinguished services in connection with the development of schools for defectives in Minnesota have earned for him the esteem and gratitude of every citizen of the State.

This bill, with two amendments, is the foundation of our present high-school system. The entire text of the bill is given herewith, together with two amendments, one passed at the succeeding session of the legislature and one in 1891:

AN ACT for the encouragement of higher education.

Be it enacted by the legislature of the State of Minnesota:

SECTION 1. That the governor, superintendent of public instruction, and the president of the University of Minnesota, ex officio, are hereby constituted a board of commissioners on preparatory schools for the encouragement of higher education in this State. This board shall be called the "high school board," and shall perform the duties and shall have and exercise the powers hereinafter mentioned.

SEC. 2. Any public graded school in any city or incorporated village or township organized into a district under the so-called township system, which school shall give preparatory instruction according to the terms and provisions of this act and shall admit students of either sex from any part of the State without charge for tuition, shall be entitled to receive pecuniary aid as hereinafter specified: *Provided, however,* That no such school shall be required to admit nonresident pupils unless they shall pass an examination in all the branches prescribed by law as requisite to a third-grade county certificate.

SEC. 3. The said board shall require of the schools applying for such pecuniary

and as prerequisite to receiving such aid, compliance with the following conditions, to wit:

First. That there be regular and orderly courses of study, embracing all the branches prescribed as prerequisites for admission to the collegiate department of the University of Minnesota.

Second. That the said school receiving pecuniary aid under this act shall at all times permit the said board of commissioners, or any of them, to visit and examine the classes pursuing the said preparatory courses.

Sec. 4. The said board of commissioners shall cause each school receiving aid under this act to be visited at least once in each school year by a committee of one or more members who shall carefully inspect the instruction and discipline of the preparatory classes and make a written report on the same immediately. *Provided,* That the said board may, in their discretion, appoint, in any case, competent persons to visit and inspect any schools and to make report thereon; and no money shall be paid in any case until after such report shall have been received and examined by the board and the work of the school approved by vote of the board.

Sec. 5. The said board shall receive applications from such schools for aid as herein provided, which applications shall be received and acted upon in the order of their reception. The said board shall appropriate to each of said schools which shall have fully complied with the provisions of this act, and whose application shall have been approved by the board, the sum of four hundred dollars in each year. *Provided,* That the total amount of appropriations and expenses under this act shall not exceed twenty thousand dollars in any one year. The sum of twenty thousand dollars is hereby appropriated annually, to be paid out of any moneys in the treasury not otherwise appropriated, for the purposes of this act, which amount, or so much thereof as may be necessary, shall be paid upon the warrants of said board upon the State auditor.

Sec. 6. The members of said board shall serve without compensation, but the actual and necessary expenses of the board or of any examiner appointed by them shall be paid in the same manner as those of State officers; *Provided,* That the total expense, including the appropriations to the schools aforesaid, shall not exceed twenty thousand dollars in any one year.

Sec. 7. The said board shall have power to establish any necessary and suitable rules and regulations relating to examinations, reports, acceptance of schools, courses of studies, and other proceedings under this act.

Sec. 8. The said board shall keep a careful record of all their proceedings, and shall make, on or before the first day of September in each year, a report, covering the previous school year, to the superintendent of public instruction, showing in detail all receipts and disbursements, the names and number of schools receiving aid, and the number of pupils attending the classes in each; to which report they may add such recommendations as they may deem useful and proper.

Sec. 9. This act shall take effect and be in force from and after its passage.

Approved, March 8, 1891.

AN ACT to define the powers of the high-school board.

Be it enacted by the legislature of the State of Minnesota:

SECTION 1. The high-school board shall have full discretionary power to consider and act upon applications of schools for State aid, and to prescribe the conditions upon which said aid shall be granted; and it shall be its duty to accept and aid such schools only as will, in its opinion, if aided, efficiently perform the service contemplated by law, but not more than five schools shall be aided in each county in any one year. Any school once accepted and continuing to com-

ply with the law and regulations of the board made in pursuance thereof shall be aided not less than three years.

SEC. 2. Any assistant examiner appointed by the high-school board, as authorized by law, shall be entitled so receive such compensation as the board may allow, not exceeding three dollars a day or fifty cents an hour: *Provided*, That no such compensation shall be paid to any person receiving a salary from a State institution.

SEC. 3. All acts and parts of acts inconsistent with this act are hereby repealed.

SEC. 4. This act shall take effect and be in force from and after its passage.

Approved, November 18, 1881.

AN ACT to authorize the appointment of an inspector of State high schools.

Be it enacted by the legislature of the State of Minnesota:

SECTION 1. That section four of an act entitled "An act for the encouragement of higher education," approved March third, eighteen hundred and eighty-one, being chapter one hundred and forty-four of the General Laws of Eighteen Hundred and Eighty-one, be, and hereby is, amended to read as follows:

"*Visitation of schools.*—The said board of commissioners shall cause each school receiving aid under this act to be visited at least once in each school year by a committee of one or more members, who shall carefully inspect the instruction and discipline of the classes and make a written report on the same immediately, and no money shall be paid in any case until after such report shall have been received and examined by the board and the work of the school approved by the vote of the board: *Provided, first*, That the said board may provide for the inspection and examination of other graded schools with a view to their improvement; but no appropriation of money shall be made to such schools before they have reached the standard of and have been accepted as State high schools under section five of this act: *Provided, second*, That the said board may in their discretion provide for the inspection of schools at a reasonable compensation, but that no compensation shall be paid to any person receiving a salary from any State institution."

That for the purposes of this act the sum of seven thousand dollars, in addition to the amount already appropriated, be, and hereby is, appropriated annually out of any money in the State treasury not otherwise appropriated.

SEC. 2. This act shall take effect and be in force from and after its passage.

Approved April 18, 1893.

The influence of the high-school law and its amendments may be discussed under four heads: "Financial aid," "State supervision," "Relation of high schools to the university," and "Free tuition to outsiders."

FINANCIAL AID.

The amount appropriated annually by the legislature had grown to \$45,000 in 1896.* This sum, although small in relation to the revenues of a wealthy State, is of great importance to the high schools. One hundred high schools received \$400 each. It will be noticed that the law gives the State high-school board large discretionary power in the bestowal of the aid. In 1893 this board issued to local school boards a circular containing these words:

The appropriation of \$400 is for the "encouragement of higher education."

This means that it is to be expended for the improvement of the high school in instruction, apparatus, libraries, etc. The meager results that appear in the

* In 1900 the legislature increased the total appropriation to \$115,000.

superior of a few schools make it necessary to call special attention to this matter and to keep records of situation in order to the amount appropriated by the State and a reasonable amount of district funds to the improvement of these high schools.

Nearly every school board has among its members men who are intelligent and anxious to give the school under their charge proper financial support. Too often it happens that these men are prevented from carrying out their plans by a majority who are so conservative in the matter of expenditures that they insist on stopping just short of an outfit of books and supplies necessary to complete success. It frequently happens, too, that even though a board be unanimous in its desire properly to equip a school, taxation is pushed to such an extreme by extraordinary expenditures of building, paying bonds, or by rapid increase in number of teachers, that the purchase of supplies is not possible. Many communities are ignorant of the possibilities in school work, and superintendents have no power or opportunity to show the people what may be done. The \$400 State aid to high schools in Minnesota has proved an "encouragement" to the friends of a liberal policy in school matters. This sum comes to the local board for a specific purpose, and if, as rarely happens, no friend of progress is to be found on the local board, the local superintendent of schools, backed by the State high-school board, is in a position to insist on adequate equipment. The animus for attack on the school system is removed from the most niggardly community by the fact that the money for supplies is not raised directly by local taxation. Such a community is nearly always converted by the experience it thus gains of the increased efficiency of school work properly supported.

STATE SUPERVISION.

The American people are peculiarly apprehensive of State supervision. Even in States like Minnesota, in which there is a large permanent school fund, the income from which is distributed annually to local school boards by the State department of public instruction, the right of the State department to interfere in local school affairs is grudgingly admitted.

Under the high-school law the first step taken by the local board toward securing the aid is to ask for the inspection of its school by the State high-school board. Under the law of 1881 the professors of the State University were sent out to inspect the school. This was not satisfactory for several reasons. It consumed too much of the time of the professors. Various interests in the State thought it looked too much like an attempt to manage the high-school system in the interests of the State University. Often the professors were not qualified by previous experience to inspect secondary schools properly nor to make wise recommendations as to equipment. The practice had its good features, among which was the fact that in this way the

professors of the State University found an opportunity to become acquainted with the State.

By the amendment of 1893 an inspector of State high schools was authorized. George B. Aiton, then principal of the Minneapolis East Side High School, was chosen for this position. His opportunity was great, and he has shown himself capable of appreciating it. The State high-school board formulated his duties as follows:

1. A general supervision of all that pertains to the growth and efficiency of these schools, and to the plans of administration, inspection, and the reports of these schools to the State board.

2. A visitation to each school for the purpose of knowing its present condition and of making suggestions to the teachers and board of education of any matters of instruction, organization, or equipment that will be for the improvement of the school.

3. To report upon the applications of other graded schools desiring to be received under the inspection of the State board, either for the appropriation or for examination only.

4. To keep record of the condition of schools, and to make report to this board of (1) condition of schools and recommendations made to boards of education; (2) recommendations for promotion or the reverse; (3) recommendations for acceptance under supervision of board; (4) compilation of statistics for report to legislature.

In his first report he outlined the following conditions necessary to a successful high school:

1. A population of not less than 1,000.
2. An assessed valuation of \$200,000.
3. Four graded rooms below the high school.
4. High-school quarters consisting of at least a main room, a large recitation room, and an office.
5. A well-qualified superintendent, starting at not less than \$900.
6. A well-educated assistant in charge of the main room, starting at not less than \$50 per month.
7. Well-graded rooms, with a \$50 geographical library for sixth and seventh grades.
8. A \$50 historical library for eighth grade.
9. A botanical outfit of inexpensive dissecting microscopes and one compound microscope costing \$50.
10. An investment of \$50 in a chemical table and apparatus for four students.
11. Physical tables and apparatus, \$400.
12. A well-selected library for general history, \$100.
13. A library of reference books for English literature, which may be increased indefinitely, but worth at least \$100.
14. Maps, dictionaries, globes, etc., \$200.

The inspectorship has proved a strong feature of the system. Its influence has permeated every part. In general, the visits and sug-

gestions of the inspector have been heartily welcomed. In fact, the inspector has experienced difficulty in keeping out of undesirable but requested interference with local affairs.

During the past seventeen years a system of State examinations has been in operation. Questions on each subject completed are made out and mailed under sealed wrappers to each superintendent or principal of schools. These questions are sent throughout the State to any responsible public or private school asking for them. The questions are to be kept sealed until the class is ready for work. The answers are written by pupils without suggestion or comment on the part of the teacher. They are then read and marked by the teacher, and sent to the State examiner, President Cyrus Northrop, of the State university, where they are reread by persons chosen for that purpose. If the answers are up to the standard, a certificate stating the fact is issued by the State high-school board to the pupil writing them. These certificates are generally accepted by all the public or private institutions of higher education in the State in lieu of entrance examinations. The State high-school board inspector, in his fifth annual report, fully discussed this phase of State supervision, and his remarks, being in many ways an explanation of the system, are given herewith:

1. State examinations persistently and exclusively followed tend to rear up a State corps of instructors who fall into a deep rut, and pride themselves mainly on getting certificates. This tendency is painfully visible in England under a system of grants, based on the number of successful passes; and I am told that it is not unknown in some parts of the United States. It is, of course, traceable in our State, but I must say for Minnesota that while some of our ablest teachers are not distinguished by the number of students who get high marks in State examinations, our most successful certificate getters are also able instructors. I do not consider that the tendency on the part of our teachers to work for certificates is at present a serious evil.

2. When examinations are made unduly prominent, as may readily be the case, whether under State or local management, the effect on the students is worse than on the instructors. While the indolent and inattentive are often stimulated by an impending State test, the stronger element in the class, the workers, are unwilling to deviate from the straight and well-beaten road. Collateral work, the use of the library, laboratory investigations, and intellectual excursions, however delightful, are declined unless they can be made clearly contributory to success on the final day. My own suggestions to classes are often rejected in triumph when I have been unable to affirm that they were made with a view to securing the end sought: a State certificate in the subject under consideration. "Will this help us in the State examinations?" and, "Shall we have time to get ready for the State examinations if we do as you suggest?" are questions not infrequently put to me by the leader of the class, whose diplomacy is watched with eager interest by all concerned.

3. Quite in line with the foregoing is a loss of initiative power. A young man, fresh from college, is saved much wandering. He starts in, in a way, where his predecessor left off, but in striving to comply he is in danger of conforming too long—that is to say, he is in danger of not rising to independence of thought and

of instruction. State requirements prevent wasteful experimenting, but they also have a tendency to shut off those beginnings which, properly conducted, develop men of ideas. I had the pleasure last spring of listening to the deliberations of a high-school body in an adjacent State. I noticed that valuable time was spent in discussing trivialities that our system long ago put in order to the general satisfaction, but I also detected a very commendable spirit of initiative that has seemed at times to exist in a less marked degree in our own State.

4. The existence of dishonest practices in taking the examinations can not be denied. I am certain, however, that there is a considerable degree of exaggeration in the reports which get about. Dishonesty is also found in the administration of municipal affairs; and the remedy in both cases seems to lie in local attention to the evil, and in its prevention, rather than in the abolition of our institutions or in the severe punishment of offenders.

5. In order to avoid breaking up the school programme and using valuable time, examinations should be given not oftener than once a year, preferably at the close of the year's work. I think our recent steps in this direction were most wisely taken.

6. All examinations should cover entire subjects—that is to say, they should be final. They should, of course, be uniform throughout the State, and be held on the same dates in all schools. Cheerful and exact acquiescence in the regulations of the examiner is essential. Individual discomfort and even hardship must be endured for the general good.

7. All examinations should be optional. Each school should be at liberty to take or to omit examination in any subject offered, with the reservation that for purposes of comparison the entire field should now and then be held to an examination in some chosen subject.

8. To prevent irritation, to afford the examiner opportunity to be suggestive, and to give the instructor freedom, nearly all examinations should contain a judicious number of optional questions. Indeed, in many subjects, such as literature and history, subjects which fairly involve a wide range of reading, an examination which allows no choice of questions must necessarily be trite. The best that can be said of an examination which deals only in stock questions is that it is another lost opportunity.

9. State examinations should not be the only means of determining promotions. They should not be the chief reliance in determining admissions to higher institutions. But they should be so conducted that their findings may be valid for either purpose.

10. The questions should be prepared partly by progressive high-school teachers, known for ability and scholarship, and partly by college professors in close touch with high-school work. This is the only way to secure the best thought of the State.

11. The preparations of questions and the reading of students' papers should be under the personal supervision of one actively engaged in visiting the schools examined.

12. The final reading of the students' papers should be done preferably by teachers actively engaged in high-school work, that they may carry back and disseminate the results of their observations.

13. At the conclusion of each annual examination a special report should be made to each school and a general report should be made to the public. It will be understood that this and other observations imply the need of ample funds and adequate office assistance.

14. If school examinations are properly managed, they are invaluable to the younger and weaker schools, and the best schools may be helped by a judicious

use of them. In this connection I am free to say that the schools in our large cities would be very much astonished by results, and that they would be benefited by taking an occasional State examination.

15. The main purpose of State examinations is not to test students, but to promote the general efficiency of the schools. Under ideal conditions, such as educated communities, intelligent boards of education, permanent corps of experienced teachers, ambitious, well informed of what is going on, and with sound judgment, central examinations might easily become a nuisance; but this combination of ideal conditions does not exist except temporarily and in small areas. Many communities and boards of education desire some trustworthy standard. Superintendents and teachers without experience are helped by examination papers from outside. The main purpose of a State examination should be to encourage and reinforce good teaching all along the line.

16. Secondly, the State examination is of course a test. It should determine, approximately at least, whether an instructor's work has merit or not, and should also show in most cases whether a student has or has not acquired a fair degree of mastery. In this respect a community has a trustworthy evidence of what is going on in school. More than one school in this State has been regenerated by public sentiment requiring a better, that is to say, at least a fair showing in the State examinations.

17. For the past two years, though not officially charged with the duty, I have given close attention to the reading of the June papers. Each reader has made notes on the characteristics of the papers passing through his hands. I have been struck by the remarkable correspondence between the inferences drawn by the readers and my own impressions, though gained often by a very few minutes in the class room. With now and then an exception, the consensus of opinion drawn from the notes of the ten or twenty readers of as many subjects tallies very closely with my own previously formed opinion of the general efficiency of any particular school. I would say that the verdict of a State examination is not final, but that it is by no means to be ignored.

18. As a summary of the whole matter of State examinations, it is my opinion that their objectionable features can be eliminated gradually, and that their influence on the whole is exceedingly valuable.

In thus expressing a favorable opinion of our State system under existing circumstances I am fully aware that much may be said, and has been said, on each side of the question; but I have no hesitation in stating that our work in the State has, on the whole, been greatly benefited, and that under the present liberal administration of our high-school board State examinations are worthy of loyal support. They should be continued, and local boards of education would do well to consider long and carefully before setting them aside entirely.

State Supt. D. L. Kiehle during his administration was successful in giving the examinations a broader scope than merely to test a pupil as to his ability to take up the lines begun at the university. Examinations were offered in subjects not at all leading to university courses. Had this not been done teachers would have been impelled to neglect these general studies by the eagerness of pupils to get State recognition for subjects completed. In this he was cordially supported by President Cyrus Northrop.

ARTICULATION OF HIGH SCHOOLS AND UNIVERSITY.

The high-school law has done all and more in this respect than was expected of it by its most sanguine advocate. The State university

had 300 students in 1881, as against 2,800 at this time. The high-school law has provided a substantial and legitimate basis for higher education in the State. The relations of the university and high schools are not merely formal, but being bound together in one system, these institutions have become sympathetic in their attitude toward each other. The articulation has become nearly perfect by two approximations.

The high schools, under the watchful and appreciative eye of the State, have taken on dignity, and have been able to modify their courses of study as to time and matter until each "State high school" has four-year courses filled with subjects of real educational value. A committee consisting of Supts. S. S. Parr, St. Cloud; F. A. Weld, Stillwater, and Principal J. N. Greer, Minneapolis, was appointed by the high-school council in 1896 to formulate a report as to a "closer relation between the high school and the university." Their report was as follows:

OUTLINE OF THE REPORT OF THE COMMITTEE APPOINTED TO CONSIDER "A CLOSER RELATION BETWEEN THE HIGH SCHOOL AND THE UNIVERSITY."

The chief conditions affecting the relations between the two sets of interests are:

- (a) *The feeling existing between them.*—This looked at from the side of the high school. Looked at from the side of the university. Acquaintance. Conferences.
- (b) *The scholastic demands of the situation.*—1. The course of study. The following course of study, subject to modification to meet the needs of each locality and each set of conditions, has met with the favor of the committee. It contemplates four years of two semesters each, the pupil taking three subjects and, in addition, carrying through at least three years a course of reading and study in English. It furnishes opportunity for 12 credits.

Common to all courses:	Credits.
Algebra, 1½ years	1½
Geometry, 1½ years	1½
History (general or United States), 1 year	1
English (words and history), 1 year	1
Physics, 1 year	1
Classical course:	
Latin	4
Greek	2
Literary course:	
Latin 4 and English 2 credits (or Latin 4 and German 2 credits, or Latin 4 and French 2 credits, or English, German, and French, each 2 credits).	6
Scientific course:	
Latin (or English and German, or English and French, or German and French)	4
Chemistry	1
Biology	1
2. General improvement of the high schools, funds, libraries, appliances, etc.	
3. Improvement of high-school teachers.	
4. Improvement of the grades below.	

This report was adopted by the faculty and regents of the university, and heartily accepted as the basis of relationship with the high schools.

On the side of the university there has been a marked tendency to accept any real preparation the student may bring with him from his high school. The university has made it possible for students to begin the sciences and languages in its freshman class. This action leaves the high school free to adapt its courses of studies to the needs and possibilities of the community. The university asks only that the student spend four years in work properly within the scope of a secondary school. In other words, the university asks for a certain mental development and not for specific studies.

FREE TUITION.

The State high-school law requires all high schools accepting the \$400* aid to admit free of tuition pupils from any part of the State. This provision has not only been of inestimable advantage to the country boy and girl, but also to the high schools themselves. This is especially true of the smaller high schools. The pupils from the country often make up the larger part of the enrollment in the village high schools. These pupils are generally more mature than the village boys and girls in the school, and they set a high standard in scholarship and deportment. It is doubtless to this provision that the university owes its large farm-bred contingent. This large attendance from the country in our university is already bringing beneficial results in intelligent legislators and public men generally, as well as in a better social and intellectual life in communities from which the students come and to which they go.

There will follow statistics from recent reports. These will give an idea of the business side of high-school work in Minnesota. The villages and cities of the State are proud of their high schools, and money is forthcoming for generous equipment. Fine buildings, well-furnished laboratories, and adequate libraries are found throughout the system.

The number of the high schools in the State system has reached 140. This number included all the "high schools" of the State. Probably no other State in the Union has so definite a system. The high schools of villages of 800 or 1,000 people are first class in everything but size. These small schools have a four years' course of study above the common branches, facilities for modern scientific teaching, graduating classes, a superintendent who is not tied to a room but who is allowed time for superintending, and generally teachers of liberal education. In most States the high schools degenerate

* This amount was increased to \$500 for each school by the legislature meeting in 1898-99, and to \$1,000 in 1900.

toward the lower end into village schools of no character except that of mediocrity and inefficiency. The high school law of Minnesota has saved the State from thus lowering the standard of education.

Below the high schools are about 125 "graded schools," having from four to twenty departments each, but which have not a full high-school course. To 110 of these, by an act of 1898, the State gave \$200 each in recognition of superior work. An inspector is appointed to visit these schools, and from them the high-school list is recruited. This again serves to protect the standard of secondary education. By the graded-school act these village schools are saved from a fatal ambition to attempt to build a high school on a foundation of weak grades.

STATISTICAL TABLES RELATING TO HIGH SCHOOLS, 1897-98.

Rates of taxation.

	Assessed valuation.	Rate in mills of special school tax.	Salary of superintendent	Average salary high school instructors	Least salary paid grade teachers.	Greatest salary paid grade teachers.
Adrian	\$226,363.00	23.4	\$800.00	\$450.00	\$40.00	\$40.00
Aitkin	223,644.00	16	720.00	640.00	40.00	45.00
Albert Lea	1,073,080.00	13	1,000.00	600.00	35.00	50.00
Alexandria	550,000.00	13.8	1,400.00	517.00	40.00	44.00
Anoka		14	1,300.00	513.00	38.00	55.00
Appleton	100,000.00	38	720.00	472.00	40.00	53.00
Austin	1,000,000.00	17	1,500.00	620.00	40.00	50.00
Benson	213,265.00	24	1,000.00	650.00	40.00	50.00
Blue Earth City	561,345.00	15.8	1,140.00	607.00	40.00	50.00
Brainerd	1,057,136.00	12	1,300.00	806.00	40.00	00.00
Canby	280,000.00	21	700.00	450.00	40.00	45.00
Cannon Falls	280,267.00	20.5	1,000.00	450.00	40.00	45.00
Chatfield	325,000.00	21	1,200.00	400.00	40.00	55.00
Chokquet	766,052.00	7.7	1,000.00	585.00	45.00	55.00
Crookston	844,470.00	14.4	1,555.00	737.00	45.00	00.00
Dawson	149,976.00	24.7	1,000.00	475.00	40.00	50.00
Delano	211,440.00	16.4	1,000.00	450.00	40.00	40.00
Detroit	369,516.00	19.1	1,007.00	473.00	40.00	47.50
Dodge Center	178,000.00	25	800.00	450.00	40.00	50.00
Duluth	30,291,619.00	9	3,000.00	468.00	45.00	65.00
Elgin	179,463.00	15.6	650.00	450.00	40.00	40.00
Elk River	200,806.00	19.3	1,200.00	472.00	40.00	45.00
Fairmont	412,000.00	22	1,100.00	427.00	40.00	50.00
Faribault	2,000,000.00	9	1,800.00	540.00	40.00	55.00
Farmington	181,951.00	9	1,100.00	450.00	45.00	50.00
Fergus Falls		24	1,200.00	000.00	45.00	55.00
Glencoe	463,707.00	18.6	1,500.00	312.00	40.00	50.00
Glenwood	143,443.00	22	810.00	450.00	30.00	40.00
Granite Falls	250,188.00	21.8	900.00	450.00	40.00	50.00
Hastings	650,000.00	8	1,400.00	540.00	37.00	50.00
Henderson	152,546.00	16	1,200.00	540.00	35.00	40.00
Heron Lake	219,122.00	25.4	900.00	540.00	40.00	45.00
Hutchinson	408,000.00	12	1,100.00	585.00	40.00	45.00
Jackson	300,000.00	25.2	1,100.00	750.00	40.00	50.00
Jamesville	201,255.00	24.6	900.00	450.00	40.00	50.00
Kasson	320,000.00	10	1,300.00	540.00	40.00	50.00
Kenyon	245,000.00	23	1,000.00	405.00	40.00	50.00
Lake City	507,245.00	14.2	1,215.00	542.00	35.00	50.00
Lanesboro	161,779.00	24.2	1,000.00	427.00	45.00	45.00
LeRoy	104,710.00	16	900.00	450.00	40.00	40.00
Leveaux	786,000.00	13	810.00	405.00	35.00	45.00
Litchfield	667,824.00	11	1,100.00	630.00	45.00	55.00
Littlefalls	975,314.00	17.9	1,200.00	525.00	40.00	55.00
Luverne	694,800.00	17.1	1,350.00	405.00	40.00	55.00
Madelia	360,000.00	20	1,000.00	540.00	37.50	47.50
Madison	190,000.00	22.2	810.00	425.00	35.00	40.00
Mankato	3,494,140.00	6.1	1,500.00	710.00	35.00	00.00
Mantorville	196,275.00	14	650.00	450.00	40.00	45.00
Mapleton	445,000.00	12.5	900.00	450.00	35.00	40.00
Marshall	625,000.00	15	1,700.00	531.00	40.00	55.00

Rates of taxation—Continued.

	Assessed valuation.	Rate in mills of special school tax.	Salary of superintendent.	Average salary high school instructors.	Least salary paid grade teachers.	Greatest salary paid grade teachers.
Minneapolis	\$110,000,000.00	4	\$4,000.00		\$40.00	\$60.00
Central			2,510.00	\$910.00		
East Side			2,100.00	870.00		
North Side			2,100.00	912.00		
South Side			2,100.00	870.00		
Montevideo	398,716.00	31.5	1,000.00	540.00	40.00	50.00
Monticello	190,300.00	21	950.00	450.00	40.00	45.00
Moorhead	708,312.00	17	1,000.00	660.00	58.00	61.00
Morris	600,005.00	28.5	1,000.00	510.00	40.00	50.00
New Ulm	808,761.00	16.2	1,500.00	675.00	40.00	55.50
Northfield	1,000,000.00	11.1	1,500.00	555.00	40.00	55.00
Ortonville	332,000.00	25.3	1,000.00	495.00	45.00	60.00
Orwatona	1,465,000.00	7.5	1,500.00	574.00	30.00	50.00
Pine Island	108,000.00	23	800.00	450.00	40.00	40.00
Pipestone	400,000.00	22	1,000.00	450.00	40.00	45.00
Plainview	385,000.00	8.7	800.00	540.00	35.00	50.00
Princeton	305,000.00	19	1,200.00	495.00	40.00	45.00
Princeton	315,000.00	19	1,215.00	500.00	30.00	40.00
Red Wing	2,275,702.00	8.5	1,000.00	600.00	40.00	55.50
Redwood Falls	471,002.00	15.6	1,000.00	480.00	40.00	47.50
Renville	108,870.00	24	800.00	405.00	35.00	45.00
Rochester	1,705,102.00	8.2	1,500.00	732.00	37.50	50.00
Rushford	398,442.00	13.2	1,250.00	450.00	45.00	50.00
Sr Charles	385,000.00	13	1,300.00	450.00	40.00	50.00
Sr Cloud	2,000,000.00	6	2,100.00	700.00	40.00	60.00
Sr James		17	1,300.00	600.00	40.00	50.00
Sr Paul	93,000,000.00	2.5	3,500.00		40.00	67.00
Central			2,100.00	905.00		
Cleveland			1,000.00	755.00		
Humboldt			1,000.00	800.00		
Mechanic Arts			1,700.00	900.00		
Sr Peter	731,706.00	15	1,500.00	642.00	45.00	60.00
Bank Center	750,000.00	16.3	1,000.00	530.00	40.00	50.00
Shakopee	300,000.00	12	900.00	405.00	40.00	40.00
Mayton	140,200.00	31.6	700.00	450.00	40.00	45.00
Neepawa	392,004.00	26.7	1,300.00	605.00	40.00	45.00
Springfield	142,277.00	31.1	1,000.00	450.00	40.00	45.00
Spring Valley	227,679.00	11.3	1,300.00	550.00	40.00	45.00
Stillwater	5,043,767.00	8.8	2,250.00	650.00	40.00	60.00
Tracy	380,579.00	25	1,000.00	540.00	40.00	50.00
Wabasha	519,000.00	14.7	1,350.00	520.00	35.00	57.00
Wadena	355,250.00	15.4	950.00	450.00	40.00	50.00
Warren	191,004.00	26	900.00	450.00	40.00	50.00
Waseca	260,000.00	17.1	1,300.00	605.00	45.00	50.00
Waterville	350,672.00	30.4	900.00	405.00	40.00	45.00
Wells	408,217.00	19.4	1,000.00	540.00	40.00	50.00
Willmar	600,365.00	11	900.00	440.00	25.00	47.50
Winneton	600,267.00	17.4	1,000.00	495.00	45.00	50.00
Winneton City	600,000.00	30	1,000.00	405.00	40.00	50.00
Winona	10,500,000.00	12.3	2,000.00	702.00	40.00	60.00
Worthington	505,712.00	30	1,350.00	550.00	40.00	50.00
Zumbrota	300,354.00	18.5	1,000.00	450.00	45.00	50.00

HIGH SCHOOLS.

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EXPENDITURE FOR OUTFIT.

The following statement gives the expenditure for outfit by schools during the year 1897-98. The total for three years should be taken into consideration in estimating the liberality or otherwise of each town.

Schools.	Chem-istry.	Phys-ics.	Nat-ural sci-ence.	His-tory.	Eng-lish litera-ture.	Gen-eral librar-y.	Sup-plemen-tary read-ing.	Total.		
								1897-98.	1898-97.	1895-96.
Adrian		\$150		\$25		\$25	\$25	\$250	\$65	\$314
Aitkin				\$5			75	110	48	158
Albert Lea		55		62		103	20	445	280	725
Alexandria	\$25	30		15	\$25	20	25	125	248	373
Anoka		25					125	150	25	300
Appleton		8	\$15				100	123	81	304
Austin	8		8			30	150	188	68	346
Benson	5	10		25	20	32	48	140	105	245
Blue Earth City	75	150		12	10	20	35	322	290	612
Brainerd	20	25	30	24	23	80	25	227	270	497
Canby				10		85	80	175	300	475
Cannon Falls		80		30		47	20	184	127	311
Chatfield	30			60	20	45	65	220	140	360
Cloquet	4	32	9	6	11	30	37	129	170	299
Crookston	15	20		35	25	25	50	145	138	283
Dawson		40			25	75	60	535	730	1265
Delano				25		25	75	125	108	233
Detroit		8		6	10	65	45	134	147	281
Dodge Center	35			10	10	40	25	120	220	340
Duluth			687	104	330	267		1,427	1,147	2,574
Elgin	25	10		15				50	227	277
Elk River	15	25			15	35	15	105	115	220
Fairmont	20					35		75	305	380
Farmington	30	5	40	10	50	100	100	235	305	540
Fergus Falls	25	40	20	20	38	100	40	318	175	493
Glenwood	40	100		50	25	175	75	465	510	975
Granite Falls			15		85	40	80	220	90	310
Hastings			10	30	60	100	50	250	244	494
Henderson	10	120		20	10		50	210	350	560
Heron Lake			130	20	70	44		264	110	374
Hutchinson	40	10	50	50	100	60	310	578	398	976
Jackson	40	25	32	5	50	30	40	222	119	341
Janesville					65	30	35	650	885	1,535
Kasson	40	20		5	20	60	5	90	90	180
Kenyon	15		20	24	30	60	110	250	90	340
Lake City	30	75	30		85	75	245	315	238	553
Lanesboro			8		5	5		14	60	74
Leroy				20	15	40	20	101	60	161
Lewistown		55					35	55	153	208
Litchfield	50	120	45	40	60		95	450	305	755
Little Falls	175	275		40	40	60		540	445	985
Luverne	50	25		60	25	60	45	265	425	690
Madelia	30	20	50			55	25	180	230	410
Madison		50		12	10	60	70	202	22	224
Mankato	80	20		5	25	60	200	360	230	590
Mantorville	49			45	12	10	13	129	169	298
Mapleton		20				50	50	120	90	210
Marshall	97		32	22	12	7	62	222	530	752
Minneapolis										
Central	100	240	80	120	25	20		585	711	1,296
East Side	25	200	150	50				425	400	825
North Side	25	140	65	50	50	95		425	400	825
South Side	50	150	80	50	50	50		400	400	800
Montevideo	10	10		5	9	40	14	88	107	195
Monticello		60	10	5	5	40	10	130	60	190
Moorhead	25	25				150	100	330	445	775
Morris	30	10			10	80	75	205	120	325
New Ulm	40	45		25	128			257	155	412
Northfield	115	50	20			100	75	360	240	600
Ortonville	300			25			100	425	65	490
Owatonna	10	100		75	25	100	300	610	85	695
Pine Island		800	50	20	20	80	50	940	170	1,110
Pipestone		8			30	44		72	30	102
Plainview		5		30		50	15	100	111	211
Preston	10	10	75		15		35	145	270	415
Princeton					40	25	60	125	105	230
Red Wing	20	20	100	25	25	50	50	700	365	1,065

Schools.	Chem- istry.	Phys- ics.	Nat- ural sci- ence.	His- tory.	Eng- lish litera- ture.	Gen- eral libra- ry.	Sup- ple- men- tary read- ing.	Total		
								1905-06.	1906-07.	1907-08.
Redwood Falls						\$16	\$20	\$46	\$120	\$220
Renville		\$217		\$57	\$33	110	30	427	355	321
Rochester						100		100	225	600
Rushford	\$18	25	\$5	40	20	75	10	188	511	614
St. Charles	20	20	25			30	100	225	120	71
St. Cloud	45	100	25	46		47	171	444	320	575
St. James	50	50				50	50	200	280	251
St. Paul:										
Central								400	187	420
Cleveland	50	100		50	50	100	50	400	425	450
Humboldt	20	317	40	38	75	95	50	615	641	635
Mechanics arts	21	115		100	72			365	300	1,125
St. Peter	75	67		2	28	22	65	307	328	354
Hauk Center	25	50	10	25	25	60	60	225	280	265
Shakopee		100		25	10	25	25	185	240	24
Shayton		110	6	10	25	65	23	200	47	140
Sleepy Eye	30	25	10	15	20	18	30	134	291	230
Springfield		380		25	1	120	20	426	210	125
Spring Valley		12	40	45	12	24	12	175	122	137
Stillwater	15	20		25		50	130	270	265	680
Tracy	75	75	30	15	75	75	30	305	310	365
Wabasha	20	25		20	54	65	94	314	241	162
Wadena		5		5	10	50	50	120	170	173
Warren			15	10	5	25	25	95	140	120
Waseca	50	100	15	25	50	100	40	390	390	140
Waterville			12	25	10	75	60	192	301	179
Wells	75		25	20	20	20	150	380	215	170
Willmar		124			34	52	20	245	140	120
Winona		40		5	10	25	35	165	420	245
Winnetka						12	10	22	40	
Winona									540	175
Worthington	41	25	25	28	23	121	2	267	267	288
Zumbrota	20	600	15		5	65	150	755	197	140

The following expenditure for library and reading purposes is reported. While the item for grade reading in sets is not as large as desirable, it shows a gain of 40 per cent over that of last year and really amounts to \$55 per school if we exclude St. Paul, Duluth, Minneapolis, and Winona, from which I have not collected statistics on this point.

Special historical libraries.	\$2,304
Special literature library	2,404
General library	5,300
Grade reading in sets	5,017
Total	14,984

It may be convenient to summarise the total amounts expended for outfit during the past five years. The amount for grade reading does not include that spent by Winona, Duluth, St. Paul, and Minneapolis.

	1903-04	1904-05	1905-06	1906-07	1907-08
Library	\$2,304	\$2,404	\$5,300	\$10,705	\$9,977
Reading	5,017	12,002	10,457	9,647	11,292
Grade reading in sets	1,500	2,167	2,076	2,777	2,087
Total	9,319	21,444	22,667	24,219	24,180

Statistics of High Schools.

	Enrollment.	Graduates.	Classes daily.	Classes taught by superintendent.	Salary of superintendent.	Average salary of assistants.	Number of assistants.				Total.
							College gradu-ates.	Normal grad-uates.	High school graduates.		
Adrian	24		11	5	\$800	\$450		1		1	1
Aitkin	12		15	1	720	540		1		1	4
Albert Lea	25		15	1	1,000	900					3
Alexandria	22	2	27	4	1,400	517					3
Anoka	102	2	19	2	1,300	513	2			1	3
Appleton	35		15	5	720	472		1			5
Austin	187	19	25	1	1,500	620	1	3			5
Benson	46	5	14	6	1,000	450					2
Blue Earth City	76	5	19	4	1,140	617					2
Brainerd	100	6	20	1	1,300	696		1			3
Canby	25		11	6	765	450	1				1
Cannon Falls	65	10	14	6	1,000	450	1				1
Chatfield	53	4	16	3	1,200	450		1	1	1	3
Cloquet	22	5	12	4	1,000	545		1	1	1	3
Crookston	85	12	18	12	1,575	737	2				3
Dawson	40	9	19	1	1,050	475	1	1			2
Delano	35	1	14	6	810	450			1		2
Detroit	35	4	12	4	1,067	473	1	1			2
Dodge Center	38	6	13	6	900	450					1
Duluth High School	560	50	106	7	2,000	938	9	4	4		17
Egin	24		12	1	630	450	1				1
Elk River	61		15	5	1,200	472	2				2
Fairmont	67	5	21	6	1,100	427	2				2
Faribault	123	13	20	1	1,800	540	4	1			5
Farmington	38		14	6	1,100	450					1
Fergus Falls	135	22	20	1	1,200	613	5				5
Glencoe	40	16	16	5	1,500	562	1	1			2
Glennwood	24	1	9	5	810	450		1			1
Granite Falls	55	3	14	6	900	540	1				1
Hastings	101	11	25	3	1,400	540	3	1			4
Henderson	57	10	13	5	1,200	540					1
Heron Lake	20		14	6	900	540	1				1
Hutchinson	100	16	15	5	1,100	585					2
Jackson	75	10	16	4	1,100	550	12				2
Janesville	44	4	15	7	900	450		1			1
Kasson	35	3	17	6	1,300	540	1	1			2
Kenyon	23	1	11	5	1,000	495					1
Lake City	111	15	23	3	1,215	542	3				3
Lanesboro	42	12	18	5	1,000	427	1	1			2
Leroy	32		10	6	900	450				1	1
Le Sueur	22	9	13	5	810	495	1			1	2
Litchfield	40	19	21	5	1,100	630		2			2
Littlefalls	85	6	22	3	1,200	525	3				3
Luverne	119	18	20	3	1,350	655		1			3
Madella	51	5	14	4	1,000	529	1	1			2
Madison	25	1	14	7	810	425					1
Mankato	151	25	1	1	1,500	710	5			1	6
Mantorville	35		11	4	630	450	1				1
Mapleton	60	6	12	8	900	450	1				1
Marshall	90	15	22	4	1,700	531	1	1	1		3
Minneapolis					4,000						
Central	1,295	163	230		2,500	910	24	14	5		43
East Side	549	65	112		2,100	870	14	12	2		22
North Side	461	42			2,100	912	10	8	2		20
South Side	600	63	125	1	2,100	876	13	7	1		21
Montevideo	72	9	17	5	1,000	540	12				2
Monticello	58	6	15	6	950	450					1
Moorhead	47	2	14	4	1,000	650	12				2
Morris	41	2	15	3	1,000	518	12				2
New Ulm	67	11	18	3	1,500	675					2
Northfield	162	13	27	2	1,500	555	3	2			5
Ortonville	38	8	18	6	1,000	495	1				1
Owatonna	114	18	22	1	1,500	574	3	1			4
Pine Island	38	5	15	7	800	450			1		1
Pipstone	74	13	16	5	1,400	428	12				2
Plainview	34	5	12	5	850	540			1		1
Preston	52	2	13	2	1,300	495	12				2
Princeton	40	6	11	4	1,215	500	12				2
Red Wing	187	9	25		1,650	680	3	2			5
Redwood Falls	45		18	4	1,000	495					3
Renville	20	1	12	4	810	495	1				1
Rochester	180	25	22	3	1,500	732	4				4
Rushford	60	8	13	3	1,250	480	2				2
St. Charles	58	2	13	5	1,200	450	1				1

Statistics of High Schools—Continued.

	Enrollment.	Graduates.	Classes daily.	Classes taught by superintendent.	Salary of superintendent.	Average salary of assistants.	College graduates.	Number of assistants.	Normal graduates.	High school graduates.	Total.
St. Cloud	127	13	23		2,100	749	4				8
St. James	24	9	13	4	1,300	630	1				1
St. Paul					3,500						
Central	980	140	230	4	2,100	995	29			1	30
Cleveland	168	20	34	1	1,600	793	5				6
Humboldt	129	14	30	2	1,600	704	1			5	7
Mechanic Arts	210	14	24	3	1,700	900	9			3	12
St. Peter		13	14	4	1,500	642					
Bank Center	80	11	21	4	1,600	530	3				3
Shakopee	80	2	11	7	900	405	1				1
Shayton	26	4	12	5	720	435	1				1
Sleepyeye	73	9	19	5	1,300	495	1			1	2
Springfield	20		12	6	1,000	450	1				1
Spring Valley	96	15	23	3	1,200	551	3	1			4
Stillwater	220	24	44		2,250	670	6	2			9
Tracy	72	5	19	5	1,400	540	1	1			2
Wabasha	72	3	14	3	1,300	500	1	1			3
Wadena	44	1	12	5	950	450	1				1
Warren	26	1	13	7	900	450		1			1
Waseca	66	10	17	4	1,300	495	2				2
Waterville	24	2	12	6	900	495	1				1
Wells	14	10	14	3	1,000	540	2				2
Willmar	60	4	17	3	900	440		1			2
Winona	80	3	15	4	1,000	495	1				2
Winnebago City	26	11	13	6	1,000	405	1				1
Winona	79	44	7	3	1,400	720	5	1			7
Worthington	73	9	20	3	1,350	550	3				3
Zumbrota	23	14	15	4	1,000	450	1			1	2

The natural growth of our high-school system may be shown as follows:

	1904-05.	1905-06.	1906-07.	1907-08.
Enrollment of high-school students	9,402	10,143	11,274	11,877
Number of graduates	953	1,084	1,257	1,370
Number of high-school instructors	394	340	408	434
Number of classes taught daily	1,945	2,226	2,408	2,644

Enrollment, by subjects.

Subject.	Number of schools.				Number of students.			
	1894-95.	1895-96.	1896-97.	1897-98.	1894-95.	1895-96.	1896-97.	1897-98.
Reading	89	70	81	91	3,601	6,134	6,408	7,872
English literature	58	67	79	81	1,160	1,263	1,388	1,560
Rhetoric	78	80	84	84	2,006	2,212	2,067	2,844
Latin grammar	86	96	100	100	2,416	2,868	2,923	3,430
Cicero	79	82	90	96	1,230	1,568	1,679	1,757
Virgil	70	78	87	91	621	983	1,041	1,170
German	63	69	79	82	546	632	757	780
French	44	43	49	50	1,182	1,387	1,378	1,667
French	22	25	21	17	214	223	205	215
French	9	10	12	9	410	432	538	513
Elementary algebra	86	96	100	100	3,744	4,177	4,214	4,514
Higher algebra	63	67	74	64	1,632	1,106	1,342	1,169
Plane geometry	82	96	100	97	2,199	2,217	2,616	2,681
Solid geometry	66	72	80	76	784	918	1,161	1,193
Trigonometry	2	1	4	3	29	8	71	57
General history	59	64	71	80	1,721	2,231	2,044	2,837
Political economy	12	16	18	17	182	255	300	344
Civil government	66	64	68	52	1,487	1,516	1,343	1,316
Physiology	73	79	77	67	2,271	2,623	2,469	2,312
Physical geography	52	45	49	30	1,736	1,553	1,532	1,630
Botany	55	67	75	51	1,173	1,308	1,402	1,369
Zoology	12	19	25	22	259	314	489	576
Physics	69	75	83	85	1,461	1,668	1,647	2,025
Chemistry	60	61	67	60	843	955	987	1,074
Astronomy	18	22	23	19	276	371	349	354
Bookkeeping	46	48	49	41	829	758	895	770
Drawing, freehand	27	31	31	24	1,261	2,784	2,176	2,250
Mechanical drawing	18	32	14	15	716	646	800	926
Manual training	9	7	7	7	678	636	1,034	556
Senior American history	12	25	21	17	284	292	414	326
Senior English grammar	15	21	23	20	194	229	439	293
Senior geography	7	11	12	8	106	109	109	78
Senior arithmetic	12	20	24	22	127	205	259	321

CHAPTER III.

THE UNIVERSITY OF MINNESOTA.

PREPARED BY WILLIS M. WENT,
Professor of History, University of Minnesota.

ESTABLISHMENT AND FINANCIAL HISTORY.

THE FIRST CHARTER.

The university has given instruction in collegiate lines only since 1868, but its history dates back seventeen years further to the first Territorial days, and the events of this early period are intimately related to the later material and scholastic development of the institution.

In January, 1851, in his message to the second Territorial legislature of Minnesota, Governor Ramsey recommended the establishment of a university. This was the first official reference to the institution; but the true father of the movement was John W. North, and a few days later a bill drawn by his hand created the Territorial university. This act (Appendix II) is worth reading if only for its curious contrast with the like acts in States just a little older. Previous legislation had commonly kept the old-fashioned motif in preamble and in the text, after the manner of early Puritan school legislation. The Minnesota act is modern in tone; and if less picturesque, it is in better taste when we consider how large a part in this movement in all the Northwestern States was played by the desire to secure at once a national land grant. Accordingly, in place of a page or two of turgid or eloquent declamation and *whereases*, regarding the tendency of a liberal education "to promote the independence, happiness, and energy of a republic," "to afford the safest foundation for rational religion," "to cultivate brotherly love between the citizens and the aborigines," and "to contribute to the only solid and imperishable greatness of nations," we have here only the abrupt "Be it enacted," and the clean, lucid, legal language that follows.

The act received Governor Ramsey's approval February 13, 1851, and remained the charter of the university for the next nine years. It fixed the location at St. Anthony (now East Minneapolis), declared



THE ORIGINAL UNIVERSITY BUILDING, ARCHITECT'S IDEAL, 1856



THE ORIGINAL UNIVERSITY BUILDING AS IT EXISTS TO-DAY.

the proceeds from the anticipated land grants a permanent fund, prohibited sectarian instruction, and provided for a governing board of twelve regents.

The first board was elected by the legislature on the 4th of March, as follows: Isaac Atwater, J. W. Furber, William R. Marshall, B. B. Meeker, Socrates Nelson, Henry M. Rice, Alexander Ramsey, Henry H. Sibley, C. K. Smith, Franklin Steele, N. C. D. Taylor, and Abram Van Vorhees. Several of these pioneers remained long in the service. Governor Marshall and General Sibley, after a nine-years' term at this time, became regents again at the second reorganization of the university in 1868, and each proved a tower of strength in the feebler days of the institution. Governor Marshall retired in 1883; General Sibley served until his death in 1891, having been president of the board for the sixteen years preceding.

THE NATIONAL ENDOWMENT.

THE FIRST CONGRESSIONAL GRANT.

In order of time the national endowment comes first in the financial history. Governor Ramsey had suggested in his message of January, 1851, that Congress be memorialized for a land grant of 100,000 acres for an endowment. Such action was duly taken by the legislature February 10; but evidently other agencies had been at work, for only nine days later Congress set aside, not 100,000, indeed, but two townships, or a little over 46,000 acres, to endow a university in the new Territory. The endowment of State universities from the public lands, like so much else in our history, goes back, of course, to the legislation for the Ohio Company connected with the Northwest ordinance, and is directly due to that shrewd, energetic, statesmanlike, and not too scrupulous lobbyist, Manasseh Cutler. Through his skillful insistence and through an accompanying gigantic and outrageous land scheme, which was afterwards hushed up because it concerned so many honored and influential public men, Cutler had secured from the inert and dying Continental Congress the desired grant for the Ohio Company of New Englanders and the grand ordinance of 1787 for their government. But Cutler had asked for several matters that were not included in the ordinance of July 13, and we owe much to his continued pertinacity. The prohibition of slavery had been inserted at the last moment, and six days later another act set aside section 16 in each township for public schools. Dr. Cutler clung on until, four days later still, he secured another of his original demands, the grant to the Ohio Company of two townships "near the center and of good land" "for the support of a literary institution, to be applied to the intended object by the legislature of the State." A little later Ohio applied these lands to the endowment of a State institution. The other States or Territories of the Northwest Terri-

tory made this precedent the basis for similar successful demands upon Congress as they successively were cut off from the older and already endowed units, and though only a fragment of Minnesota territory had ever been included in the old Northwest, she not only followed the example of her older sisters, but eventually doubled the amount which any one of them had secured.

THE TERRITORIAL SCHOOL.

Immediately upon the first grant there followed a generous and characteristic frontier effort to build a "university," an attempt perfectly natural to the descendants of the men who two hundred years before had founded Harvard in the beginning of their life in the wilderness. Franklin Steele donated a site, and private contributions built a white, two-story frame structure 50 by 30 feet at a cost of \$2,500. This building was situated near Central avenue, about four rods north of the northeast corner of the present Minneapolis Exposition building. The two rooms of the first floor were plastered, the rest was left unfinished, with windows roughly boarded up. Here, December 1, 1851, the "university school" was opened under the Rev. E. W. Merrill, with 25 students. There were no funds, and contributions had ceased. The regents gave the use of the building and of one stove; Mr. Merrill "found" everything else, and received whatever profits could be secured from tuition fees. One assistant was employed, and the attendance rose to a maximum of 65. For three years the school furnished instruction to the youth of St. Anthony in the common school branches and in bookkeeping, algebra, geometry, and Latin. In 1854 the building was transferred to other hands in a compromise regarding the title, which had proven defective. At about the same time Mr. Merrill became superintendent of public instruction for the Territory, and the university school was discontinued.*

In 1858 a second attempt was made to establish a preparatory school upon a like financial basis, but after six months the project was given up because of the insufficiency of the tuition fees, and no further instruction was offered until after the civil war.

SUNK IN DEBT.

Meanwhile, in 1854, the regents purchased 27 acres of the present campus for \$6,000. One thousand dollars was furnished toward this purchase by private contributions, the rest of the price being secured by a mortgage, with interest at 12 per cent. A real-estate boom seems to have come to the aid of the struggling regents, for two years later the legislature authorized \$15,000 of bonds secured upon this land, "\$5,000 to be applied in liquidation of a debt incurred in the purchase of a site and \$10,000 to be expended under direction of the

* These details are drawn largely from letters of Mr. Merrill to Dr. Folwell in 1897.

regents in erecting suitable buildings." This kind of financiering, together with the rosy expectations of those Territorial days, proved too much for the business judgment of the regents. With this pitance in hand, they adopted their architect's plan for a magnificent stone structure 277 feet in length and 4 stories high, and the contract was let for the erection of one wing (the south wing of the present university hall) for the sum of \$49,600. This action, adopted by a bare majority vote against the earnest protest of the conservative minority, nearly proved the ruin of the university. The disaster of 1857 found the building in process of erection and the regents without a cent to pay the contractors. The legislature, rather than lose what had been secured, authorized the board to issue further bonds to the amount of \$40,000 secured upon the university land grant. This led later to a serious infraction of the terms of the grant, if it was not itself such an infraction. Congress had declared as a condition of the grant, and the State had decreed in accepting it, that only the interest from the proceeds of these lands should be used. This mortgage, as will be seen, compelled the sacrifice of several thousand acres, and very nearly entailed the loss of the entire grant.

At the close of 1859 the building was completed, but it stood empty, going to decay, for eight years while the State wrestled with the apparently hopeless problem of paying for it, made more hopeless still by the civil war and the Sioux massacre of 1862. The building and site had cost \$71,000, of which \$16,000 was in the form of notes to contractors, partly for interest on deferred payments, the notes bearing interest at 20 per cent. Naturally the debt did not stand still, though the institution did.

REORGANIZATION IN 1860 AND PROPOSAL TO SURRENDER THE GRANT.

In 1857 Minnesota had become a State, and the constitution, confirming the location of the university, also perpetuated to it all the rights and endowments of the Territorial university. No change had been made in the regency, except to fill vacancies from time to time, until 1860. By this time the people of the State had grown uneasy, despite the confidence deservedly enjoyed by the old regents who had been prominent leaders in Territorial days; and now the institution was reorganized by an act approved February 14, providing for a board of regents to be appointed by the governor, with three ex-officio members, the governor, the superintendent of public instruction, and the chancellor of the university. This act also provided for the addition of a normal department. The Rev. Edward D. Neill had been chosen chancellor in 1858. The new board confirmed him in that office, to which the next year the State superintendency was attached, in default of other duties; but Dr. Neill resigned both positions shortly after to join the First Minnesota Regiment of Volunteers in the civil war, and the chancellorship remained vacant.

After three years of futile efforts to settle the university indebtedness, which had now mounted to \$95,000, half of it interest, the new board concluded that the only way out was to surrender to the mortgagees all the university property, not only the campus and building, but the whole immense land grant itself; and in his message to the legislature of 1862 Governor Ramsey recommended the appointment of a commission to make this transfer.

SAVED BY JOHN S. PILLSBURY.

Such a result, so deplorable to contemplate, was averted, and the university was saved, mainly by the efforts of Hon. John S. Pillsbury. Mr. Pillsbury became a member of the regents in 1863, beginning then what has now amounted to thirty-five years of consecutive service in that capacity.² In 1864, at his suggestion, made after careful investigation, the legislature appointed a special commission³ composed of John S. Pillsbury, John Nicols, and O. C. Merriman, with the style of board of regents and with authority to sell not to exceed 12,000 acres of university lands in order to settle the indebtedness. These gentlemen refounded the university. By unremitting diligence for nearly four years, and of course at the sacrifice of personal business interests, working against many discouragements, and sometimes, except for Mr. Pillsbury's faith and pluck, ready to despair, the commission paid off or bought up almost all the indebtedness with the proceeds of 11,110 acres of land.⁴

By the zeal and business ability of these three gentlemen the university was saved with a still noble endowment. From what had seemed a total wreck there was left, when the debts were paid, over 31,000 acres of the original grant, besides the building and campus.

The history of the remaining sources of permanent revenue may be traced more briefly. They are a second Congressional grant of 46,000 acres and the land grant in the famous Morrill bill.

(1) THE SECOND CONGRESSIONAL GRANT.

The enabling act for the State of Minnesota, February 26, 1857, contained a clause granting two townships for a State university. It was at once held by the regents that this was a second grant, and not merely a confirmation of the original Territorial grant of the same amount. When the first endowment seemed utterly lost, early in the sixties, this claim was revived forcibly by Chancellor Neill, but the Commissioner of the General Land Office declined to take this view

This sketch was written in 1898. Mr. Pillsbury died in 1901, happily not until after a bronze statue in his honor had been erected on the campus by the alumni of the university.

² An act relating to the University of Minnesota, approved March 4, 1864.

The remaining debt was afterwards canceled by a further sale of lands, as authorized by the legislature. The grant was decreased in this way all in all by 15,410 acres. (Seventh Biennial Report of the Regents, p. 4.) The constitutionality of these legislative acts is certainly doubtful.



CHEMICAL AND PHYSICAL LABORATORIES.



PILLSBURY HALL.
UNIVERSITY OF MINNESOTA.

and refused to allow the selection of the lands. Mr. Pillsbury's special commission in 1864 renewed the claim, and, at their instigation, Governor Miller filed notice of a selection of lands in order to test its validity. The decision of the Commissioner was again adverse. Mr. Pillsbury and his colleagues appealed to the Secretary of the Interior, and, at the suggestion of this officer, the matter was finally settled by a new act of Congress, approved July 8, 1870, giving the university a second grant of 46,080 acres.

THE AGRICULTURAL COLLEGE LANDS.

The Land Office report of 1860 showed the national Government in possession of nearly a billion and a half acres of public land. Agricultural societies and State legislatures, from Massachusetts to California, had been petitioning for some years for grants from this imperial domain to support State agricultural colleges, and in 1858 Mr. Morrill of Vermont became the champion in Congress of the movement that has been ever since associated with his name. After nearly a year's struggle a bill was passed in February, 1859, only to receive a veto from President Buchanan, mainly on avowed constitutional grounds. In the next Congress, in the dark days of civil strife, the contest was renewed, and after various adverse committee reports the so-called Morrill bill became law in July, 1862. It gave to each State 30,000 acres of land for each Senator and Representative to whom that State was then entitled, an increase of 50 per cent over the amount carried by the bill which Mr. Buchanan had vetoed. The proceeds in each State were to be a perpetual fund, the interest of which was to be—

inviolably appropriated for the endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts. * * * in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.

Minnesota, with her four Representatives and two Senators, received nominally 120,000 acres under this law, though the terms of the selection reduced the amount to something less than 96,000 acres. This land did not yet belong to the university, however. In 1858 the legislature had chartered an agricultural college to be located in McLeod County. The board in charge naturally expected and desired that this noble national grant be now turned over to them. But the friends of the university were determined to consolidate the grant with the university endowment, and so make one strong institution instead of two weak ones. Of the wisdom of this policy there can be no question, and it was perfectly in accord with the intent of the law, as may be gathered from the extracts given a little above.

The policy of consolidation found a conspicuous and able advocate from an unexpected source. Jabez Brooks, the venerable professor

of Greek in the university for many years now, was then the president of Hamline University, a struggling Methodist institution at Redwing. Dr. Brooks was a member of the agricultural college board, and in his first term he surprised his colleagues by suggesting and urging the union of the agricultural college with the university. Fortunately, Dr. Brooks was again a member of the board in 1868, and he was largely instrumental in securing the acquiescence of the friends of the agricultural college to the final transfer at that time.*

THE UNION OF THE TWO INSTITUTIONS.

This was a crisis in the university development. In 1867 the normal schools attempted to secure the grant and to divide it between them. In order to save it intact, the friends of the university (Mr. Pillsbury being then in the State senate) combined with the agricultural board to transfer the land to the McLeod County college. The university men did not renounce their claims or designs, but the university was still under a cloud from its past mismanagement. At the close of the same year, however, Mr. Pillsbury's commission made its startling report, showing the university practically out of debt and in excellent financial condition, and urging the union of the university and the agricultural college. The legislature convened a few days later (January, 1868), and another effort was made at once to secure the agricultural grant for the normal schools. The grant would lapse unless some college were at once established. The agricultural college board were not in condition to fulfill the requirements, and through Mr. Pillsbury's arguments and in return for university aid the year before the McLeod County representative was prevailed upon to favor a bill consolidating the agricultural college with the university. In view of the vehement agitation to repeal this union some fifteen years later, it is interesting to note that the bill received every vote in the senate and all but 4 in the house.

This closes the aggressive period of the university's financial history so far as the permanent endowment is concerned. In 1863 the friends of the institution thought they should do well if they could satisfy its creditors by surrendering the only grant it had. Seven years later, by the steps just traced, there had been saved and created an endow-

*Less than two years later Dr. Brooks accepted the chair in Greek in the university, which he has filled so honorably for thirty years. It is the more pleasing to note that in that early day, while the head of a struggling rival institution, he could rise above petty, selfish, and sectarian motives, so as to plan broadly and work vigorously for the interests of State education. A scheme during these same years for the Methodist Church to buy up the mortgages of the university and so get possession of the whole grant was stifled by his resolute opposition to it as both unwise and immoral.

The multitudinous rills of personal influence which make up the stream of historical development can not often be traced separately, but Dr. Brooks is so prominent a veteran that the digression needs no excuse.



PILLSBURY HALL—A CORNER IN THE
AQUARIA.



BOTANY—THE LIBRARY.



DEPARTMENT OF ZOOLOGY—A LABORATORY.



LITHOLOGICAL LABORATORY.

UNIVERSITY OF MINNESOTA.

ment which has already produced a permanent fund at interest of over one and one-fifth millions of dollars, and which will eventually be largely augmented by the sale of the remaining third of the lands.^a

Inasmuch as the question of State universities is a question mainly of finances, this much of detail seems not out of place. Much more might be added to illustrate the wise administration of the funds and property, which since 1864 have been managed with as much care as the skillful business man bestows upon his private interests.^b

THE ATTEMPT AT REPEAL.

Notwithstanding this honorable record, there have not wanted critics and calumniators. A few political aspirants in the eighties sought to make capital by accusing the university management. A portion of the Farmers' Alliance party became honestly and naturally uneasy at the relatively slow growth of the agricultural college, and in 1887 and 1889 determined efforts were made to separate the agricultural college from the university. In 1889, in particular, a bill to this effect bade fair to pass the legislature, but the agitators overshot the mark. Charges were made not only that the interests of the agricultural college were sacrificed to those of other departments, but also that individual regents had stolen university lands and plundered the institution. A searching legislative investigation ended in overwhelmingly refuting the charges and at the same time in breaking down the scheme to divide the funds; and, in view of the recent remarkable development of the agricultural side of the institution, it is safe to say that no hostile attempt in that direction will again be made.

OTHER NATIONAL GRANTS.

The Hatch and Morrill bills.—The permanent endowment just described was all secured before or very shortly after the educational life of the institution began. With that beginning there arose needs for further funds for current expense and for equipment. A brief survey of this phase of the university's financial history may most

^aThe Eighth Biennial Report of the Regents, December, 1894, gives the following figures:

Whole number of acres granted by Congress	186,518
Acres sold to pay old indebtedness	15,411
Acres sold for permanent fund	128,967
	144,378
Acres unsold	42,120

^bMany interesting instances in proof of this assertion may be found in a modest and characteristic paper upon the early history of the university read by Governor Pillsbury at the alumni banquet June 1, 1893, and afterwards secured by the association for publication. The present article was then in preparation, and I desire to acknowledge my indebtedness for the use of Governor Pillsbury's manuscript.

conveniently be given in this same connection, although for the moment it will necessarily involve the neglect of the corresponding internal history.

The National Government, besides the magnificent permanent endowment from the public land, has made to all the States generous current contributions for the support of the colleges in agriculture and mechanic arts. The two acts of Congress to this effect are known as the Hatch and Morrill bills. The first, approved March 2, 1887, appropriated \$15,000 annually from the sale of public lands for an agricultural experiment station in each State in connection with the agricultural college. The aim is to promote scientific investigation. The second bill, which became law August 30, 1890, is simply an important extension of the original Morrill bill. It supplements the income from the permanent agricultural college fund by an additional grant of \$15,000 to each State from the proceeds of the public land sales, with an annual increase of \$1,000 until the maximum of \$25,000 be reached. Important as these contributions are, our State institutions must face the situation that these appropriations must dwindle and vanish with our decreasing public domain.

The salt spring lands.—One more national grant, and one with some peculiar features, remains for mention. In 1857 Congress had donated to the new State, to aid in the development of brines, any salt springs, not to exceed 12, within its limits, with 6 sections of land in the vicinity of each. Of these 72 sections a considerable portion never became State property. Some 18,000 acres were allowed to be occupied by settlers, or were within the Indian lands, and 1,000 acres more were covered by a swamp-land act. In 1871 attempts were begun by private corporations to secure these lands, and grants aggregating 7,000 acres were made to a "salt company." It was plain to any careful observer that the entire Congressional donation was likely to become the prey of speculators, without rendering the State any return. An official investigation by the geologist of the University of Michigan, Prof. Alexander Winchell, declared the springs worthless for salt manufacture. But another object of kindred industrial nature had appeared. The legislature of 1872 made provision for a geological and natural history survey of the State under the charge of the university regents, with an annual appropriation of \$1,000. Now, in 1873, after the unfavorable report upon salt manufacture, the legislature turned over the remaining 18,754 acres of these lands to the university to help defray the expenses of this survey. In this way they have contributed to the interest of the original grant by aiding in developing the material resources of the State, in particular the magnificent mining industry of Minnesota; and this very proper application of the endowment was afterwards indirectly ratified by Congress, as will appear. The credit for the transfer belongs largely again to Mr. Pillsbury. The bill of 1873 met with violent opposition, especially from

speculators who had private purposes to serve, and was finally passed in the last hours of the session after having been lost and reconsidered four times.

The next step was to make the most of the mutilated bequest.

In 1876 Governor Pillsbury secured a memorial from the legislature asking Congress for indemnity selections to make good the losses from the first grant, and three years later Congress acceded to the request by a new donation of 24 sections, or 15,360 acres.

The character and importance of the survey above referred to will have its treatment in its own place.

STATE APPROPRIATIONS.

FOR CURRENT EXPENSES.

These funds last mentioned, from the salt lands and from the recent Hatch and Morrill bills, are assigned to special objects. The interest upon the permanent fund has never covered the larger fraction of the current expense, and with the remarkable development of the institution it has become a smaller and smaller factor. The State has done the rest, and the legislature upon the whole has responded nobly to demands which were originally unlooked for, and which have often been somewhat puzzling. As in neighboring States, the men of 1851 and of 1860 seem to have looked to the national grant for the entire or principal support of the university. The marvelous growth of such institutions—a growth that has quite kept pace with anything in the material development of the century—was then undreamed of, and the 100,000 acres of land originally asked for from Congress might well have supported an old-fashioned college. The work and the needs of such institutions have expanded in a way calculated to daze even the well-meaning observer, and the rapid growth in attendance, repeatedly outjumping all estimates, has frequently proven the most extravagant requests of the management too modest. To the honor of Minnesota, however, the State has dealt with the university generously and nobly.

It is worth noting that this direct State aid began in Minnesota over a year earlier than in Michigan with its older institutions.* From the beginning in 1867 for twenty-six years this support was in the form of standing appropriations, with the necessary additions at the successive sessions of the legislature, and occasional extra appropriations for specific objects. This meant, of course, more or less of a lobby and of logrolling. In 1893, to the great satisfaction of the regents, a permanent tax of three-twentieths of a mill was voted. This would have produced an annual income of about \$100,000, upon the valuation of the preceding year, and it was expected that this amount would increase with the growing wealth of the State and the needs of

* McLaughlin, *Higher Education in Michigan*. p. 61.

the university. But the shrinkage in values and the lower assessments that have followed in this great financial crisis of the nineties have so far prevented such a tendency. For a considerable period before and after this change every legislature found itself confronted by a university deficiency bill. In 1895 the additional amount so voted was \$60,000. The most caustic critics were obliged to acknowledge the perfect propriety of such requests, in view of the overwhelming increase in attendance together with the disappointment in the revenue, especially when it was remembered that the university had asked in 1893 for four-twentieths of a mill instead of the three-twentieths that they received. This state of affairs, however, was of course embarrassing, and it could not be permitted to last long. In 1897 the legislature was induced to raise the permanent tax to twenty-three hundredths of a mill. The regents had asked this time in good faith for thirty-hundredths. The legislature split the difference between this and the former grant. The regents accepted the situation, and have been trying since to adjust the expenses to the smaller amount by a course of rigid economy. It is hoped that the days of deficiency bills are past, even if there be involved some delay in much-needed expansion.

FOR CAMPUS.

Besides this current support, special appropriations from the State have provided the campus and all the buildings since the one whose story has been told, with exceptions that will be noted. This external history of the university may conclude with a survey of this phase of its growth.

The original purchase, in 1854, of 27 acres of the present campus has been referred to. One thousand dollars of the cost was made up by private contributions, the rest being cleared off finally in the financial settlement of the sixties. The campus at this time, with a considerable expansion toward the river, extended along University avenue only a few rods. In the seventies the rapid rise of land values made it plain that if the university was to secure a proper campus it must be done at once. State appropriations in 1877, 1879, and 1881, aggregating \$58,000, raised the area to 50 acres. The most important addition was due to Governor Pillsbury's energy. Not to lose a good chance, and perhaps the only one, for the needed expansion along University avenue, Mr. Pillsbury bought a tract of land adjoining the campus on that side from his own funds and held it for the university until the State could repay him. By this act, at the singularly low price of \$18,000, the frontage was extended to nearly 2,000 feet along University avenue. Comparatively slight additions have been made since on that side. The final addition to the grounds so far is a private gift. In 1895 the late Hon. Richard Chute, for many years one



John G. Strong



Foundry



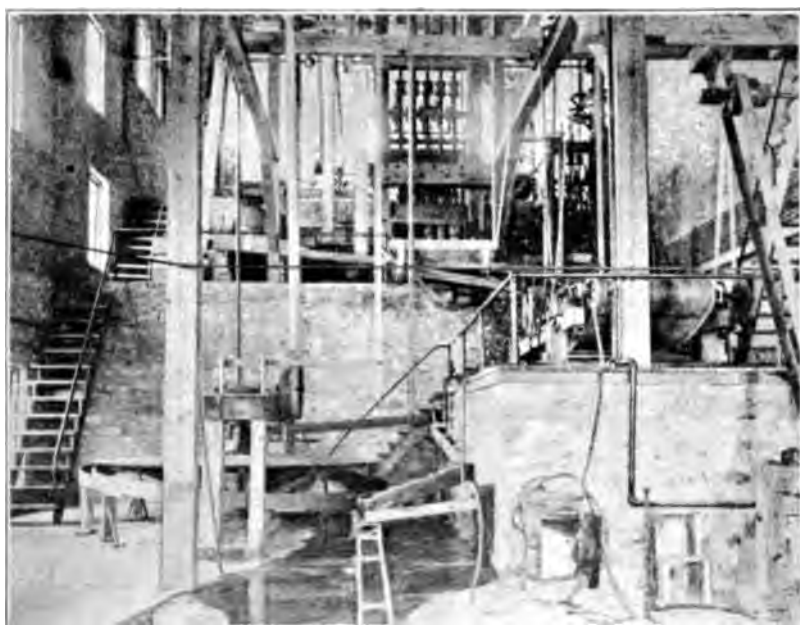
Howe's Patent Mfg. Co. Building



Howe's Patent Mfg. Co. Building



MECHANICAL ARTS BUILDING, UNIVERSITY OF MINNESOTA



Fine crushing and concentrating plant.



Flotation part.

SCHOOL OF MINES TREATING LINES UNIVERSITY OF MICHIGAN

of the regents, gave to the university a slip of land lying between the campus and Eleventh avenue, so establishing a street frontage on the west also.

All the land so acquired lies between University avenue and the river upon the lofty, precipitous, bluff-like bank which overlooks the Mississippi below the Falls of St. Anthony. The ground is covered with a native growth of fine old oaks, and forms a site of surpassing beauty. Since 1894 the State has begun by annual appropriations to provide for its improvement, and the arrangement by which the city park board has established a boulevard through the grounds, greatly adds to its general attractiveness.

FOR BUILDINGS.

Buildings for a time grew more slowly. The old wing of University Hall, which was constructed in the fifties, was finally paid for, it will be remembered, by a sacrifice of a part of the lands given for permanent endowment. In 1867, after this settlement had been well advanced, the legislature voted its first building appropriation—\$15,000 to repair and furnish this structure.

Until 1875 the instruction was all given in this wing. The legislature of 1873 appropriated \$50,000 for building purposes, and two years later the main portion of the building, projected in 1857, was erected. At the same time the old wing underwent alterations, and the result was the present University Hall, long known as the main building. This has been attacked several times by fire, and certain changes and improvements have been introduced in connection with the repairs; but its unsuitableness for the growing departments of instruction becomes more and more apparent, and its entire removal is probably a question of only a few years more.

At the same time, 1875, there was constructed a small brick building to accommodate the college of agriculture and the scientific departments. This was soon outgrown, as had been foreseen, and the agricultural department was removed to the new farm on Como avenue. In the fall of 1888 the scientific building was seriously damaged by fire; it was temporarily repaired on a smaller scale, but three years later it was replaced by the present physical and chemical building on the same site.

Eight years elapsed after 1875 before the campus saw any new structures.

By 1880, however, President Folwell felt assured that the time had come to strike—that a rapid growth was certain if the university could but give evidence of being able to take care of it. Accordingly, he submitted to the regents in December a plan for extensive additions of new buildings, and recommended that the legislature be asked for \$30,000 annually for ten years for their erection. The regents cut

down the amount to \$30,000 a year for six years, and a bill embodying President Folwell's plan in other respects was drawn by him, and passed the legislature in the session of 1880 without opposition.

But the night after Governor Pillsbury gave his signature to the act the State capitol was burned to the ground, and shortly afterwards the hospital for the insane at St. Peter and the State prison at Stillwater were extensively injured by fire. In view of the sudden drafts upon the State treasury occasioned by these disasters, and of the even more fatal calamity of the "grasshopper years" of this period, the regents patiently postponed their plans; but the consequent apparent stagnation was a bitter disappointment to many friends of the institution, and to some degree brought unmerited censure upon President Folwell's administration. It deserves to be emphasized that the plan of 1880-81, though thus deferred, covered the ground of most of the subsequent growth, in outline at least. The law appropriating the building fund, of which the university could not take advantage, provided for (1) a farmhouse with stables; (2) a gymnasium and drill hall; (3) a building for the college of mechanic arts; (4) a museum building with rooms and laboratories for geology, biology, and the geological and natural history survey; (5) an observatory; (6) a library.

The mechanic arts building and the old Coliseum, or drill hall, were the only ones of these structures erected before President Folwell's resignation, in 1884. The rest of the appropriation was expended in the years immediately following, and was wisely concentrated upon a small part of the original plan. The opening of the departments of law and medicine, in 1888-89, made necessary new sets of buildings, and the development of the agricultural school has called for and received a generous equipment. In 1891 a rapid advance was begun. From 1867 to 1889 a total of \$250,000 had been expended. In the ten years that have followed, this amount has been more than doubled. The present equipment may be summarized thus: The old University Hall, now essentially a language building; the library building, erected in 1895 at a cost of \$175,000, with lecture and seminary rooms to accommodate the departments of political science, history, philosophy, and English; the mechanic arts building; Pillsbury Hall, for the biological sciences and geology; the chemical and physical building; the armory, erected in 1897 at a cost of \$75,000, with its noble assembly hall and its equipment for physical training; the observatory; the school of mines building; the three structures pertaining to the medical college; the law building, and the very extensive group of buildings at the agricultural school, which are elsewhere described.

The erection of the building for the museum and the biological departments was the occasion of a noble benefaction. The structure was well under way in 1889, at which time the legislature was threatening to separate the agricultural college from the university. It hesi-

tated, therefore, to make the necessary appropriation for the new buildings, and finally gave \$100,000 in place of the \$250,000 asked for; but when the attack upon the university had utterly broken down, after the thorough investigation by the legislative committee, Mr. Pillsbury generously celebrated the victory by himself donating the additional \$150,000, with the understanding that this amount should be used for the science building, now fittingly known as Pillsbury Hall.

THE AGRICULTURAL SCHOOL—SITE AND BUILDINGS.

Shortly after the reorganization in 1868, the regents purchased for the Agricultural Department an experimental farm of 120 acres, east of the campus on the old Territorial road and beyond the city limits of that day. This farm cost only \$8,500, thanks again to Mr. Pillsbury, who, foreseeing the coming rise, bought it himself and turned it over to the university at cost after the "boom" had begun. The farm proved too small and afforded too little variety of soil. It was soon platted and sold, therefore, as Regents' addition, for over \$150,000, and it was again Mr. Pillsbury, who fully doubled the receipts which the university would otherwise have secured, by giving to all the details of the business the care and zeal usually bestowed only on private affairs. From this fund was purchased a new farm of more than double the size, 2 miles distant on Como avenue, and with the balance remaining from this characteristic Western speculation the regents erected extensive farmhouses and barns, a laboratory, and a plant house. Once more, it should be noted, at the risk of tedious iteration, Mr. Pillsbury advanced funds, this time for the purchase of the new farm, so avoiding what proved to be a 50 per cent rise before the regents had the funds on hand. The subsequent building developments at the farm will receive treatment elsewhere; but it is so significant as to deserve definite statement that no wants are so promptly and adequately met by the regents and the legislature as those of the agricultural school.

INDIVIDUAL GIFTS.

It is essential, probably, to the final success of State institutions for higher education that they engage the interest and affection of individuals so as to become the recipients of private gifts and endowments. In consideration of the youth of State universities, the only surprising thing is the extent to which this tendency already shows itself. The devotion of Governor Pillsbury to the University of Minnesota, and his gifts of time and of the use of his individual credit, promise better in this respect than could any mere money gift, and the action of the legislature in 1895 making him regent for life was a proper and fitting recognition of his great services. His munificent gift of Pillsbury Hall and Regent Chute's gift of land have been men-

tioned, as has been also Franklin Steele's donation of land in 1852. Other incidents of this character may be summarized briefly. In 1852-1857, in the rude Territorial days, many money subscriptions and gifts were made by numbers of the regents and by citizens of Minneapolis, aggregating several thousand dollars.

In 1885 the friends of the university throughout the State subscribed \$12,000 for the Students' Christian Association Building. The citizens of Minneapolis in 1892 subscribed over \$5,000 for the erection of the ore-testing and milling laboratories of the school of mines, and the plans were donated by an alumnus, Harry W. Jones. In 1872, \$720 was subscribed by a few friends toward securing Ward's casts of fossils. The library has received several hundreds of books, pamphlets, and manuscripts from time to time. The older alumni in 1887 created an alumni fellowship of \$250 a year for graduate study, which has been maintained so far by personal subscriptions. In 1893 the Albert Howard scholarship of \$160 a year was received and applied to a like purpose. In 1892 the friends of the late Prof. Moses Marston endowed the Marston scholarship in English. The class of 1889 left for a memorial fund, the annual income of which is devoted to a prize for a thesis in history. In 1895 a \$200 fellowship in the Engineering College was announced. In 1891 the Gillette-Herzog Company offered two standing prizes of \$50 and \$30, with a gold medal in each case, to students in the engineering courses; and for some years past there have been annually offered by public-spirited individuals from five to ten prizes, ranging up to \$50, usually for work in politics, sociology, or English. In 1895 the Hon. Frederick Weyerhaeuser guaranteed the salary of the professor of Semitic languages for five years, and the alumni have signed a \$15,000 contract for the erection upon the campus of a bronze statue of Governor Pillsbury.

This financial and external history may be briefly summarized. The sources of income, as in all such institutions, are national, State, and individual. The only positive permanent endowment comes from the national land grants. The chief part of the running expenses comes from standing State appropriations.

Except for one unfortunate and disastrous blunder in the times of wild speculation in the fifties, the finances have been managed not only with fidelity but with exceeding skill. Few State or private institutions can show so good a record.

THE GOVERNMENT.

THE REGENTS, THE PRESIDENT, THE FACULTY.

The credit for the financial administration rests directly with the regents. The legislature has never tried the plan, which has been attempted so disastrously in other States, of managing the funds or



THE STUDENTS' CHRISTIAN ASSOCIATION BUILDING.

of interfering with the management. The State senate confirms or rejects the governor's nominations to the board, and there the control of the legislature has ceased,* except when a total reorganization or a new charter was called for.

In turn the regents have usually left the management of all matters relating to the scholastic development to the faculty, acting only upon the recommendation of that body. The function of the regents in this respect has been essentially to secure a proper president, and to delay action when the faculty was not sufficiently unanimous. Minnesota has been exceptionally fortunate in the fact that partisanship and lower political motives have been ignored in the appointments to the board. The unbroken control of the State throughout its history by one party has made this condition easier to attain than it could be in most State boards. The regents have represented all parties, but the position has never become a part of the spoils machinery, nor has there been any whisper of political or of sectarian motives in any of the appointments of the board.

The president, ex officio a member of the regents, is, of course, the connecting link between that body and the faculty.

INTERNAL DEVELOPMENT.

THE CHARTER.

The legal organization of the university by the acts of 1851, 1860, and 1864 was tentative and provisional. The institution dates its actual beginning from the law of February 18, 1868, which is given in full in the appendix. The special commission to wipe out the indebtedness had just laid down its powers, and the agricultural college fund had been united with the university fund. A preparatory school had been opened, and it was evident that at last the State was ready to sustain some true college work. This act "to reorganize the University of Minnesota and to establish an agricultural college therein" is the real charter of the university. Subsequent legislation, like that of 1872, to provide for the geological and natural history survey, has been in the nature of addition and expansion. The bill was modeled in the main upon the charter of Michigan University, but the regents were anxious to make no mistake, and it is characteristic of these early days that to draw the bill two of the busiest men in Minnesota, Mr. Pillsbury and Morris Lamphrey, toiled after their own day's work was properly over on four successive nights until from 1 to 4 o'clock in the morning, and that Mr. Lamphrey, whose legal assistance Mr. Pillsbury had sought, then refused to make any charge.

*Such has been the practice, at least with one or two exceptions. The chair of Scandinavian languages was created by the legislature in 1883, after a long-continued effort to secure such a department through the usual channel.

THE BEGINNINGS OF COLLEGE WORK.

Mr. Merrill's work on the Territorial "University School" is said to have been useful and noble, but it was followed by too long an interval for it to have any influence upon the development of the university as an educational force. The building erected in 1859 stood vacant through the days of the war and of insolvency. The campus afforded an excellent pasture for east-side cows, and the cool basement was a favorite refuge in which to chew the contemplative cud. One of the old regents used to tell of his Sunday afternoon walks and his angry attempts to drive the animals from the academic precincts until he finally took hammer and nails with him to board up the basement entrances. It was the Sabbath, but it was a clear case of keeping the ox out of the pit. In 1864 a legislative committee to examine the condition of the building found a family living in it, ostensibly to take care of it, with turkeys in one room, hay in another, and wood in a third, while the floor of the main hall had been ruined by wood splitting, and the rain had easy admission through the roughly boarded entrances. Two years later the legislature proposed to use the still vacant structure to house the insane, the accommodations elsewhere being insufficient; but the special commission of three regents then in charge, and well along with their task of redeeming the university property, protested vigorously, and secured instead an appropriation of \$15,000 to repair and furnish the building—the first aid from the State treasury. The following October, in 1867, the preparatory department was opened, with W. W. Washburn as principal and Gabriel Campbell and Ira Moore as assistants. A decisive step marked the opening of the scholastic work. The three members of the faculty were unanimously opposed to the admission of women, but the three regents wisely overruled them, and the question of coeducation was settled for all time in Minnesota almost before it had arisen. Minnesota may point with pride to the fact that her university took this advanced ground three years before it was occupied in Michigan and without any of the struggle that marked the gain even in that progressive State. In Minnesota not only is there no coeducational question, but there never has been such a question.

This opening in 1867 was the beginning of permanent, continuous work. Principal Washburn's second report, in December, 1868, shows that the corps of instructors had grown to 5 and the attendance to 100.

The year 1869 marks an era in the university history. Col. William W. Folwell was elected the first president, and a faculty of eight other gentlemen was appointed, among them Dr. Jabez Brooks, ex-president of Hamline University, who has held the chair of Greek continuously since that time. Two hundred and seventeen students were enrolled in the preparatory department, and college work proper

was begun with a class of 13 freshmen. Four years later, in June, 1873, two gentlemen of this first college class received their B. A. degrees, and the university issued its first calendar in place of the more modest "announcements" and "almanacs" it had previously sent out.

The fact that the thirty years since the entrance of the first college class falls into two equal periods greatly simplifies the task of the chronicler. Dr. Folwell's administration lasted fifteen years. President Northrop at the present writing has continued an equal number of years. The two cover the whole field of college as well as university development in Minnesota, and the history of each period, of course, has been largely influenced by the personality of the respective presidents.

DR. FOLWELL'S PRESIDENCY.

William Watts Folwell, after a boyhood of farm work and school-teaching, graduated in 1857, at Hobart, with the rank of valedictorian, and the reputation among his fellows of being the most brilliant student the college had ever sent out. After a short service in his alma mater as adjunct professor of mathematics, Mr. Folwell went abroad for study and travel. The news of April, 1861, called him home, and he joined the Fiftieth New York Regiment of Engineers, with a commission as first lieutenant. He served through the war in the Army of the Potomac, rising to the rank of lieutenant-colonel, the highest then attainable in the Engineer Department. After the close of the war he spent four years in managing certain large business interests in northern Ohio, during which time he first took up seriously the studies in politics and economics, to which he was later to devote himself. Several calls to college positions were declined, but in 1869 business conditions were such that he accepted a professorship of mathematics in Kenyon College, Ohio, and a few months afterwards the Minnesota presidency.

At this time Colonel Folwell was 36 years old. He came to the new State with a high determination to build broadly the foundations at least for a true university. With a rare capacity for work, for fifteen years he directed all his energies to that purpose. His figure, of course, is the central one through all the storm and stress period of early growth, and the "old boys," themselves struggling in those days amid sternest privations and mean employment for an education, will always remember with an ever-growing tenderness the courteous, finely organized, busy gentleman who was clerk, accountant, registrar, librarian, instructor, as well as president, but who could always afford time for a cheery, helpful word or for the seed corn of culture and high endeavor to any chance student he passed on the street or chatted with at the corner.

Amid the surroundings of the university to-day it is well-nigh impossible to conceive the difficulties and discouragements that hampered its founders. Precious time must be given to splitting kindlings. Was a box of crayon or a supply of paper needed? President Folwell must hasten down to Governor Pillsbury's office to see whether the regents could afford the expenditure. Such a frittering away of energy and ability would seem pitiable had it not been to some degree inevitable in order to pave the way for better things.

But, after all, these material limitations were the least of the difficulties. There were other obstacles more intangible and less easily overcome. It is impossible for the rising generation to realize how barren was the soil upon which Dr. Folwell was to work. The university idea has had, we must remember, a development in the last thirty years that makes one of the most striking phenomena in American history. In 1869 Yale and Harvard, then the leading institutions, were old-fashioned New England colleges, and the best friends of education in Minnesota had for their highest ideal some small New England Dartmouth or Bowdoin, and viewed with not unnatural suspicion all designs to depart from the narrow and beaten ways, especially in this new rude West. To bring such men to broader ground—to educate the State—was no light task. Dr. Folwell was one of the educational pioneers who foresaw the coming university development, and he gave his best years to make his vision true in Minnesota.

Two sides of his purpose deserve statement: First, and this may be briefly disposed of, he designed to have the university a part of a complete and organic State system of education. The chapter in this volume upon high schools will show how effective his work in this respect was to prove. Here it need only be said that no one thing has done more to prepare for the rapid growth of the university to-day than Dr. Folwell's singularly wise and successful efforts to secure an extensive system of State high schools closely articulated with the university.

The plan of organization.—The other phase of Dr. Folwell's peculiar work was embodied in his plan of organization for the university itself, and this forms an interesting episode in the history of American universities, whether or not it was wise to press such a plan in Minnesota thirty years ago.

The organic act, following that of Michigan University, contemplated a federation of literary, scientific, professional, and industrial colleges. The provisional organization of 1867-1869 had paid no attention to this, and there was no necessity for doing so at that stage. President Folwell, however, desired to organize at once, on paper at least, in accord with this broad design. The charter, permitting any desired number of colleges, specified a department of elementary



CHEMISTRY—GAS ANALYSIS LABORATORY.



DEPARTMENT OF PHYSICS—A LABORATORY.
UNIVERSITY OF MINNESOTA.

instruction; a department of science, literature, and arts; a college of law; a college of medicine; a college of agriculture, and a college of mechanic arts.^a

The essence of Dr. Folwell's peculiar plan was to turn over as soon as possible to the expected State high schools the lower two years of ordinary college work, to that end to include them at once with the other preparatory work in a preparatory and temporary collegiate department, and to begin the various colleges of the university, in arts, law, medicine, engineering, etc., on this basis, or at the beginning of the usual junior year.

The ultimate purpose, of course, so far as the university was concerned, was to raise the standard of the professional schools and to secure time and place for the development of real university work along various lines of graduate research.

In detail, in favor of the plan, President Folwell urged the disciplinary character of the studies of the ordinary freshman and sophomore years, which allied them naturally with the work of secondary schools; the adoption of this point of separation between secondary and superior institutions abroad; the fact that American experience already recognized the separation, both by the distinction in the studies of the two halves of the college course and also by confining electives practically to the two later years; the gain to youth of both sexes in longer study under home influences; the conciliation of those religious denominations which were unwilling that youths should enter any school not under church influences, but which might be more willing for men to do so; the simplifying the problems of university discipline and instruction which would result when the work of boys could be finally separated from that of men; the extraction of the professional colleges of law and medicine from the slough into which they had then fallen in this country; the opportunity that would be afforded the multitude of small colleges, which never could sustain a strong and complete college course, to accept with dignity and usefulness the office of advanced secondary schools, and, finally, the greater possibilities for the development of true university work beyond the baccalaureate graduation.

This is a brief synopsis of the plea for such an organization made by the new president at his inauguration December 22, 1869, at the close of his first three months' term. A few weeks later Dr. Folwell presented for the consideration of the regents a scheme of organization embodying these ideas, and, somewhat to his surprise, perhaps,

^aThe original college of agriculture and mechanic arts was divided in this way by an amendment to the charter in 1872. The colleges in law and medicine were not opened until after the close of Dr. Folwell's administration. The law of 1860 had added a normal department, but this was dropped out in the act of 1868, as the separate normal schools were then being established.

it was at once approved and adopted. Dr. Folwell was too enthusiastic to temporize; but it is probable that his more important aims—the elevation of the professional schools and the extension of university work—might have been better secured by more tentative and less radical action. In view of the fact that plainly many years were to elapse before the secondary schools could relieve the university of even the subfreshman classes, it was certainly needless to challenge the sweeping criticism with which both learned and ignorant were sure to meet so bold an innovation.

It is of interest to note, however, that some such premature effort was in the air in those years. The enthusiastic young scholars who had been studying in Germany were flocking home bent upon raising the American university to the European standard of scholarship, and though the boldest and earliest step was taken in Minnesota the same ideas were formulated shortly after in several other centers. This inaugural address of President Folwell is the first public proposal of the kind in America the writer can discover, but the next year, 1870, President Frieze, of the University of Michigan, wrote in his last report:

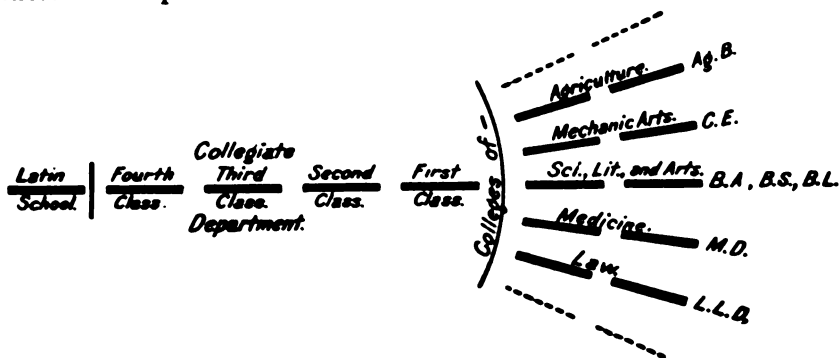
If a genuine university is ever to exist, either here or elsewhere in America, it is to be built on a much higher scholarship in the preparatory schools and academies. They must be advanced to the character of gymnasiums and do a large part of the work of our present colleges before a true university shall be possible.

And President Angell, in his inaugural address the following September, indorses this sentiment and expresses the conviction that the time is not remote when the high school may be called upon to take up this advanced work. A little later, in 1872, Dr. McCosh forcibly drew attention to the same need of advanced fitting schools if the universities were to do their proper work.

The objection urged most forcibly at the time to the plan in itself, apart from the impracticability of the high schools doing the work, was the charge that it invited all those entering any professional pursuit to close their college course at the end of the sophomore year. It was replied that such results had not followed in the countries where a like method had been tried; but Dr. Folwell seems to have been unduly sensitive to this attack, and his reports and papers explaining the plan, always, from the inaugural address on, urged that though the minimum of preparation required by the collegiate course would do for mere practitioners, still it was not a broad enough foundation for those who wished to fit themselves to be men as well as workmen; and the illustrative diagram given below was never published in the calendar without a note explaining that though students were to be allowed to enter the professional or technical colleges at the close of the collegiate department, still they were not expected to do so, and that the full course in arts was urgently recommended. In view of the state of professional training at that time, and of the recent dis-

position to recognize the liberalizing tendency of a good professional education, both objection and defense will doubtless seem overcautious.

To illustrate this organization the following diagram was used in the university catalogues, varying from year to year slightly as the facts to be represented varied:



The successive years of the collegiate department were to be discontinued, according to the amending act of 1872, at the discretion of the regents. Meantime it was simply a fitting school and must begin whenever the high schools of the State left off. The first year, set off in the diagram as the Latin school, was dropped in June, 1875; the fourth class was found indispensable until 1879, after the inception of the high-school law; the third class was discontinued in 1888, four years after Dr. Folwell retired from the presidency. Before this time all thought had been abandoned of dropping the other two years, and they took their place quietly in the college of arts as freshmen and sophomore classes, as indeed they had been generally styled in unofficial language from the first.

The most unfortunate feature connected with the overhasty inauguration of "the plan" arose from the fact that the faculty had hardly been consulted, and that they finally proved to be opposed to it. Many personal factors entered into the controversy. So great was the tempest that in 1875 the regents reopened the question and invited each member of the faculty to submit his opinion upon the organization. The result was an almost equal division of the faculty (the letters are still preserved), with the stronger men in opposition; but after an all-day session, occupied mainly by Dr. Folwell in formal address and in explanation and defense, the regents again indorsed his plan by a unanimous resolution. A few years later a faculty committee again raised the question by an adverse report, but again President Folwell carried his case before the regents. Latent hostility continued, however, and the continued obligation to defend the organization proved a source of weakness to the administration. With the advent of President Northrup in 1884 the whole matter was quietly and characteristically dropped.

This early Minnesota experiment derives fresh interest from the recent revival in various quarters of like suggestions to promote university work by turning over the lower work to separate or preparatory institutions. The various articles of Andrew D. White and others upon university organization, the proposal to shorten undergraduate work at Harvard and Columbia, the organization at Chicago, the creation of "schools" beginning at the junior year, all testify to the reality of the old problem. Little has been urged in these recent discussions that was not forcibly said by Dr. Folwell thirty years ago.¹

The paper prepared by President Folwell for the board of regents, when the question was reopened in 1872, is specially noteworthy as containing opinions from forty-six college presidents and professors from all over the Union to whose attention the experiment had been brought. It is interesting to read the expressions at that time of Noah Porter, William D. Whitney, Andrew D. White, President Angell, Henry Barnard, A. P. Peabody, Asa Gray, William T. Harris, and others whose names have become so identified with educational progress in America; but it is also deserving of remark that the circular letter calling out these opinions, together with Dr. Folwell's other publications in support of the plan, must have been a potent factor in preparing the way among educational men for reforms in university organization. Unwise at the time, the attempt was at least one of those failures which are worth while.

Faculty dissensions.—The struggle within the faculty over the plan was chiefly significant at the time as an index of the sad lack of harmony in its councils. This was the third great obstacle to success in the first president's administration. The faculty parties permeated intellectual circles throughout the State—the alumni and even the students were besought to take sides by some overzealous gentlemen,² so that class discipline suffered from the contagion, and the regents were popularly supposed to be divided on personal issues. That body finally became convinced that this internal warfare must cease. The faculty were at this time chosen annually by ballot. The crisis came with the annual election in May of 1880. There had been rumors of

¹It is impossible here to quote his argument, but a comprehensive explanation is found in the following papers prepared by Dr. Folwell: The inaugural address of 1869; a paper read before the Hennepin County bar in 1873 upon law schools; abuses and the remedy (printed in the College Courier for June 21, 1873); an address upon public instruction in Minnesota, read before the National Education Association at the Minnesota meeting, August 4, 1875, and printed in the publications of that society, as also in various educational periodicals; the university and high schools, in form a communication from the board of regents to a convention of school superintendents, August 26, 1872; and various annual reports, notably that of 1870, in which, perhaps, more detailed arguments are given than in any other.

²It is hardly needful to say that Dr. Folwell himself was never guilty of an act so indiscreet or in such poor taste.



DEPARTMENT OF MEDICINE—CHEMICAL LABORATORY.



DEPARTMENT OF MEDICINE—MAIN BUILDING.
UNIVERSITY OF MINNESOTA.

a coming struggle, but no one was prepared for so serious a slaughter. Two days of balloting left only Dr. Folwell and four professors out of a faculty of eleven full professors.

The remaining years of Dr. Folwell's administration were quiet and prosperous, but the old quarrels rankled in the State, and undoubtedly the good of the university demanded a new administration. Dr. Folwell was quick to see this. He resolved to lay down executive work, and in May, 1883, he resigned the presidency to accept the more congenial work of the chair of political science, which he has held since that time. At the request of the regents, however, he continued to act as president for another year until his successor should be found.

The college of science, literature, and the arts to 1884.—During the greater part of this first administration the work was chiefly in the preparatory departments. The great battles over university organization were fought out by men who were teaching an irregular high school with a small college annex. Until about 1880 the subfreshmen classes exceeded the four college classes combined, part of the time several times over, and some of the college work itself was on a low plane. Latin, Greek, mathematics, philosophy were well intrenched by tradition and defended by able teachers. Modern languages, sciences, and politics had little more than a nominal or at best a feeble existence, put out to nurse. The professor of philosophy wrote and taught a text-book in German. The professor of chemistry was "instructor in French," and taught also geology, mineralogy, botany, physiology, and most of the other sciences whose names were then known, and on one occasion after one day's occupation of the chair the incumbent was transferred to the more desirable chair of mathematics. History was given to a professor of French, English, philosophy, or elocution, as an instructor's spare hours or proclivities might make possible.

The drawbacks, then, in Dr. Folwell's fifteen years' administration were the meager material equipment, the low or mistaken educational ideals in the State, and the lack of harmony within the faculty. The important steps in advance were the close relationship established between the university and the high schools; the rise, culmination, and partial excision of the preparatory department, and in the higher department the adoption of a policy which paved the way for a true university, rather than for a mere college development.

PRESIDENT NORTHROP.

Meanwhile the regents had happily found the man for the presidency. Cyrus Northrop was a farm boy in Connecticut. After graduating at Yale in 1857 he practiced law for some years, taking at the same time an active part in politics. A short experience as editor of a New Haven daily paper was followed by his election in 1864 to the chair of English and rhetoric in Yale, from which he was called twenty years later to Minnesota.

The university president is a new and wholly American product, and nowhere in America has the combination of statesman, scholar, man of affairs, and leader of men been more happily illustrated than in the person of Dr. Northrop. The time, too, was propitious. With the advent of the new president and under his judicious influence whatever bitterness was left from an old struggle died away, the people and press of the State began to vie in their efforts to exalt the university, and the high schools, fostered by the wise legislation of 1879 and 1881, were just beginning to pour in their increasing stream of better prepared students. Dr. Northrop won rapidly the absolute confidence of all educational authorities and interests, and the students and alumni gave him an unquestioning loyalty that has been as nobly justified. Thus the university entered upon a marvelously rapid, harmonious, and wholesome growth. This growth and President Northrop's administration do not yet belong to history, and it is difficult for an associate to speak at all of Dr. Northrop's services without incurring a suspicion of adulation. What has been said, however, will surely meet with no whisper of dissent from any source, and it is apparent that while the early struggles of the university center about the names of John S. Pillsbury and William Watts Folwell, its mature development will be told in connection with the name of Cyrus Northrop.

GROWTH OF THE UNIVERSITY.

President Northrop found a small college with a total registration of 310, nearly half of whom were in a secondary school attachment. The regular college classes numbered only 110, the senior class of all colleges together only 12, and there had been conferred only about as many degrees in the eleven years preceding as are given now in one commencement from the same colleges.

In 1888, after the opening of the law college and the excision of the preparatory class, the total enrollment was 491. By 1890, with the medical colleges and the agricultural school, the enrollment rose to 1,002. The following years here give these figures in order: 1,183, 1,374, 1,620, 1,828, 2,171, 2,467, 2,647, 2,830. At present the university ranks fifth in size in the United States. Another year will see it pass the 3,000 mark. Since 1890, without the addition of new departments, the ratio of attendance to the State population has more than doubled. Nor has the limit been reached. The high-school attendance in the State has grown even more rapidly in the past few years, and this increased acreage will show its larger crop at harvest time.

The graphic representation of attendance, cost, etc., in the appendix may be referred to for more minute particulars; but one table* is given here to show the conditions at the time of the graduation of the

*Based upon a table in Dean C. W. Hall's History of the University in the Junior Annual, 1896.

first class in 1873; again, eleven years later, when Dr. Northrop assumed the presidency, in 1884, after an interval in 1895, and again for the year 1897:

	1873.	1884.	1895.	1897.
Number of graduate students enrolled.....	0	10	88	166
Number of undergraduates in regular classes.....	72	97	1,946	2,457
Number of preparatory in regular classes.....	204	59	0	0
Number of specials in regular classes.....	15	121	185	163
Number of professors.....	7	16	91	102
Number of instructors.....	3	7	35	52
Number of lecturers.....	0	1	16	32
Number of university scholars.....	0	0	23	30
Number of fellows.....	0	0	3	1
Number of colleges of the university.....	2	4	7	7
The salary account.....	\$19,907.50	\$31,130.84	\$160,840.77	\$202,430.60
Total current-expense account.....	24,577.80	64,604.93	254,117.98	244,001.44
Estimated value of the "plant".....	55,000.00	250,000.00	1,000,000.00	1,825,000.00
Capital represented at 3 per cent, the interest at which bonds are now placed.....	875,000.00	2,400,000.00	9,470,000.00	11,295,000.00

THE COLLEGE OF SCIENCE, LITERATURE, AND THE ARTS, 1867-1897.

ADMISSION.

Admission is based upon the arrangements with the Minnesota State high schools. Most students enter upon diploma or upon the presentation of State high-school-board certificates for examinations that have been more or less directed by the university. A small fraction apply for entrance examination at the university. The requirements, as revised in 1896, may be summarized thus: A high-school course of four years beyond the common English branches is supposed to offer each year three subjects besides the high-school reading, or to contain twelve year subjects, all required for admission, with the four years' course in reading. The time equivalents for the different courses are as follows:

For all courses.

Mathematics—

Algebra (elementary and higher)..... 14

Geometry (plain and solid)..... 14

History..... 1

Chemistry or physics..... 1

English..... 1

For the classical course:

Greek..... 2

Latin..... 4

For the literary course:

German, or French, or English..... 2

Latin..... 4

Or German 2, French 2, English 2.

For the scientific course:

Physical science..... 1

Biological science..... 1

Language (Latin 4, or English or French or German, 2)..... 4

This reduction of preparatory subjects to the basis of year credits, and the accompanying elimination of some of the subjects formerly required is unquestionably a marked advance. The civic course admits students prepared for any of the other courses. This rather novel arrangement is designed in part to counteract the evils of too early differentiation in preparatory courses, and at the same time it points toward a further development of the principle of time equivalent and training in place of specified subjects for preparatory courses, and thus it may help to solve the problem of reconciling the interests of the fitting school and finishing school in the smaller high schools.

COURSES AND ELECTIVES.

From the beginning the courses in literature and in science were recognized as on a par with the classical course, and the principle of electives in the upper years was accepted within each course. In 1880 three-fourths the senior year was elective; in 1885 all the work of that year was made elective, and the principle was applied to half or more of the junior year. In 1892 all work above the sophomore year became elective. For 1898-99 a fourth course—the civic course—has been added, and by a sweeping rearrangement the principle of electives has been extended to include half of the work of the sophomore year.

At present each course—classical, literary, scientific, civic—requires for graduation 4 four-hour courses a week for four years. Of these 16 courses 4 are characteristic and required, 2 in the freshman and 2 in the sophomore year; and the other 2 subjects of the first year—mathematics and English—are common to all courses.* The other half of the sophomore year affords a liberal but not altogether

*The arrangement of the eight year-credits may be summarized thus:

Classical and literary courses:

Language	4
English	1
Mathematics	1
History, or English, or language	1
Mathematics or science.	1

Scientific

Science	4
English	1
Mathematics	1
Language	1
History, or mathematics	1

Civic

Science	2
Language	2
English	1
Mathematics	1
History	1
Psychology and Logic	1



THE LIBRARY, UNIVERSITY OF MINNESOTA.

1



THE ARMORY, UNIVERSITY OF MINNESOTA.

unrestricted choice of subjects, and in the last two years the choice of 8 out of the 80 courses is limited only by the preparation of the student.

SENIOR ELECTIVES IN LAW AND MEDICINE.

In 1896 an arrangement was made by which academic seniors under certain conditions may take part of their senior year electives from the law college, so as to shorten the time required for the 2 courses by one year. A like arrangement was made the following year regarding the medical colleges.

The faculty is almost unanimously pleased with the system so outlined, which seems to secure the advantages of the system of "free electives" without their more obvious drawbacks, and which partly at least solves the problem of reconciling the conflicting demands of liberal and of professional education. The subjects required are simply those which the student must have in order to pursue given lines of work in the upper years, and the total number of subjects is so great, and the 4 "courses" are so subdivided that the requirements amount to little more than helpful guideposts among what might otherwise be a maze of electives.

The limits of this article permit no description of the extent and variety of the 120 courses of instruction offered in the 23 departments. The brief and technical discipline in the catalogue, hardly more than a series of names, occupies 28 pages of fine print. The number of courses has doubled within ten years and is rapidly increasing.

The departments are officered as follows:

Animal biology.—One professor, 1 assistant professor, 1 instructor.

Astronomy.—One professor.

Botany.—One professor, 1 assistant professor, 1 instructor, 1 assistant.

Chemistry.—One professor, 2 assistant professors, 1 instructor, 2 assistants.

Comparative philology.—One professor.

Drawing.—One professor, 3 instructors.

Economics and politics.—One professor, 1 assistant professor, 1 assistant.

English.—One professor, 1 assistant professor, 1 instructor.

French.—One professor, 3 instructors.

Geology.—One professor, 2 instructors.

German.—One professor, 1 assistant professor, 2 instructors.

Greek.—One professor, 1 associate professor.

Gymnasium.—One instructor.

History.—Two professors, 1 assistant professor, 1 assistant.

Latin.—One professor, 1 assistant professor, 1 instructor.

Mathematics.—One professor, 4 instructors.

Military science.—One professor.

Pedagogy.—One professor.

Philosophy and psychology.—One professor, 2 instructors, and 1 assistant.

Physical culture.—One instructor.

Physics.—One professor, 1 assistant professor, 1 instructor.

Rhetoric.—One professor, 1 assistant professor, 1 instructor.

Scandinavian.—One professor.

Semitic languages and Oriental history.—One professor.

SEMINARS AND HONORS.

The more able and ambitious students have been encouraged to do additional work in the junior and senior years in seminar or practice courses, which do not count for a degree. In the more crowded departments this arrangement permits the individual contact of instructor and student otherwise unattainable, and much of the best training in the university is secured in these classes, which are offered in almost all departments. Such classes are open only to students with a high record in their regular courses. About a fourth of the graduating class each year are awarded "honors" at commencement for work of this kind, and occasionally a specially able student will take double honors.

GRADUATE DEPARTMENT.

The University of Minnesota has never given honorary degrees.

The College of Science, Literature, and the Arts confers four master's degrees, corresponding to the bachelor's degrees—of arts, of science, of letters, and of philosophy—upon satisfactory completion of one year of resident graduate work under prescribed conditions, and also the degree of doctor of philosophy after three years of study, two of which must be in residence, and upon satisfactory public examination and defense of a thesis. Dr. Folwell's baccalaureate address in 1884, which was at once a valedictory as president and an inaugural upon assuming the duties of his chair in political science, was an earnest plea for the immediate organization of a school of political science and history for advanced work. This has not yet been done in any department of the university. Until a few years ago the graduate work was wholly unorganized and was being carried on mostly by individual students, in absentia, for the master's degree. When the second president took charge three master's degrees had been granted. No part of the university's growth is more remarkable. There are now enrolled 42 candidates for the degree of Ph. D., 19 for M. A., 30 for M. S., 21 for M. L., besides 40 others enrolled in graduate classes without reference at present to a degree—a total of 140, or a larger number than made up the regular undergraduate classes fif-

teen years ago. A large part of these are working more regularly than the underclassmen, and twice as many of these advanced degrees are conferred at commencement as there were of the bachelor's degree at the close of President Northrop's first year.

There is, however, no adequate recognition of this work in the "programme," and it is managed by men who already have their hands full with undergraduate classes. If it is to have the development open to it some special provision for it must be made in the near future.

DISCIPLINE AND SCHOLARSHIP.

In the earlier days college discipline was a puzzling problem, but with the disappearance of the preparatory classes and with the development of a broader university life such problems have simply ceased to exist. In large measure no doubt, this has been due to the influence of President Northrop, whose lightest wish, not too often expressed, is law cheerfully obeyed. Even individual cases for discipline arise rarely. It is not unusual for a year to pass without one such, but in those few cases where students are found guilty of disgraceful or dishonest conduct they are quietly eliminated.

The marvelous growth from 1888 through the early nineties seems to have resulted temporarily in some lowering of scholarship. Classes were overcrowded, instructors were overworked, and no adequate machinery had been devised to meet the new needs. But since 1893 or 1894 this condition has rapidly improved. An efficient system of committees to supervise the work and the registration of "unclassified" and "conditioned" students, and the "class faculties" with their subcommittees for the regular body of students, keep the few who need it under strict surveillance, and therefore make it possible to leave the great mass of students to develop in perfect freedom, except as they may choose to ask for friendly guidance. A few freshmen are dropped upon the recommendation of these committees after each term, besides the larger number who withdraw of their own motion, and a decreasing number meet with like fate in the upper years.

COLLEGE LIFE.

The 3,000 students are dispersed more or less over the two cities of Minneapolis and St. Paul, but of course the greater number reside within easy distance of the campus. A large part of the young men pay their way, in whole or in part, but most even of these find time for some of the numerous extra scholastic activities that make so valuable a part of college life. The college publications, religious associations, literary societies, debating teams, fraternities, musical and art clubs, the athletic association, class organizations, etc., are well sustained and afford a pleasure as well as a training that can only be hinted at here.

THE OTHER COLLEGES.

Brief statement may be made of the origin and present status of the remaining colleges.

The college of engineering, metallurgy, and mechanic arts was one of the two colleges created by the plan adopted in 1870. At that time it was known as the college of agriculture and the mechanic arts. In 1874 the college of agriculture was set off by itself, and in 1892 the school of mining and metallurgy was added to the college of mechanic arts. The work has developed rapidly and consists of courses in civil, mechanical, and electrical engineering, mining, chemistry, metallurgy, practical mechanics, industrial art.

The college and the school of agriculture have separate treatment in this volume.

The college of law was established in 1888 with 30 students under Dean William S. Pattee. In ten years this modest beginning, under Dean Pattee's successful management, has grown (1898) into an institution of 361 students, with a faculty of 7 members and with 12 more regular lectures. A high-school education is required for admission, and an increasing number of students are college graduates. The course covers three years, and there has recently been added a full year of graduate work, for which 27 students were registered last year. Women are admitted, as to all departments of the university.

The colleges of medicine are an outgrowth of an examining board created in 1883 by the legislature and placed under the general direction of the university regents. In 1888 this function of examination was placed in other hands, and the department of medicine was organized to consist of a college of medicine and surgery, a college of homeopathic medicine and surgery, and a college of dentistry. In 1892 there was added a college of pharmacy. Each college has its dean and faculty.

The requirements for admission have been raised to those of the freshman class of the academic courses and the college courses have been extended to four years. These facts, together with the able faculties and the generous equipment in buildings and laboratories, account for the high reputation already won by this young institution



LAW BUILDING, UNIVERSITY OF MINNESOTA.

APPENDIX I.—STATISTICAL.

A. Attendance in the several departments, 1867-1897.

Year.	Latin and pre-para-tory.	School of agricul-ture.	Artisan and summer school.	Special, all.	Aca-demic.	Grad-uates.	Profes-sional.	Total.	In-structors.
1867	72							72	8
1868	109							109	8
1869	213			8	14			235	6
1870	245			12	44			301	9
1871	254			17	50			321	9
1872	294			34	27			355	12
1873	216			15	58			290	13
1874	183			29	75			287	13
1875	131			14	92			247	14
1876	111			36	129			267	14
1877	138			59	143	2		344	18
1878	187			70	114			371	19
1879	190			66	130			386	20
1880	108			41	159			318	17
1881	56		64	38	176	1		271	18
1882	71		93	47	135	9		355	21
1883	53		124	66	104	9		356	28
1884	59		169	57	97	10	2	278	30
1885	54		68	61	110	17		310	29
1886	113	5	86	50	132	25		411	31
1887	98	14	41	43	194	22		412	35
1888	52	10	113	57	246	21		491	36
1889	46	47	115	87	287	34	177	793	106
1890	46	78	100	101	369	48	280	1,012	72
1891		104	74	134	464	45	374	1,195	113
1892		129	89	110	543	70	443	1,374	119
1893		136	71	218	620	95	480	1,680	144
1894		188	192	252	638	121	531	1,723	156
1895		281	262	185	762	89	645	2,171	165
1896		361	234		1,015	137	764	2,453	177
1897		440	257		1,190	166	746	2,647	189

B. Degrees conferred, 1873-1898.

	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1883.	1884.	1885.
B. A.	2	1	3	3	9	5	8	4	10	11	8	9	3
B. S.		1	2	5	3	8	10	9	10	9	7	9	3
B. L.			1		4	1	6	4	7	11	7	3	6
M. A.								1	1				
M. S.										1			1
M. L.												2	2
Ph. D.													
B. C. E.			3	3			2				2	3	2
H. M. E.						1					1		1
H. E. E.													
H. Min. E.													
H. Met. E.													
H. Arch.					1								
H. Agr.										1			1
C. E.													
M. E.													
E. E.													
Min. E.													
L. L. B.													
L. L. M.													
H. Me.												2	2
M. D.													
D. D. S.													
D. Phar.													
Total	2	2	9	11	17	15	26	18	26	33	25	26	21

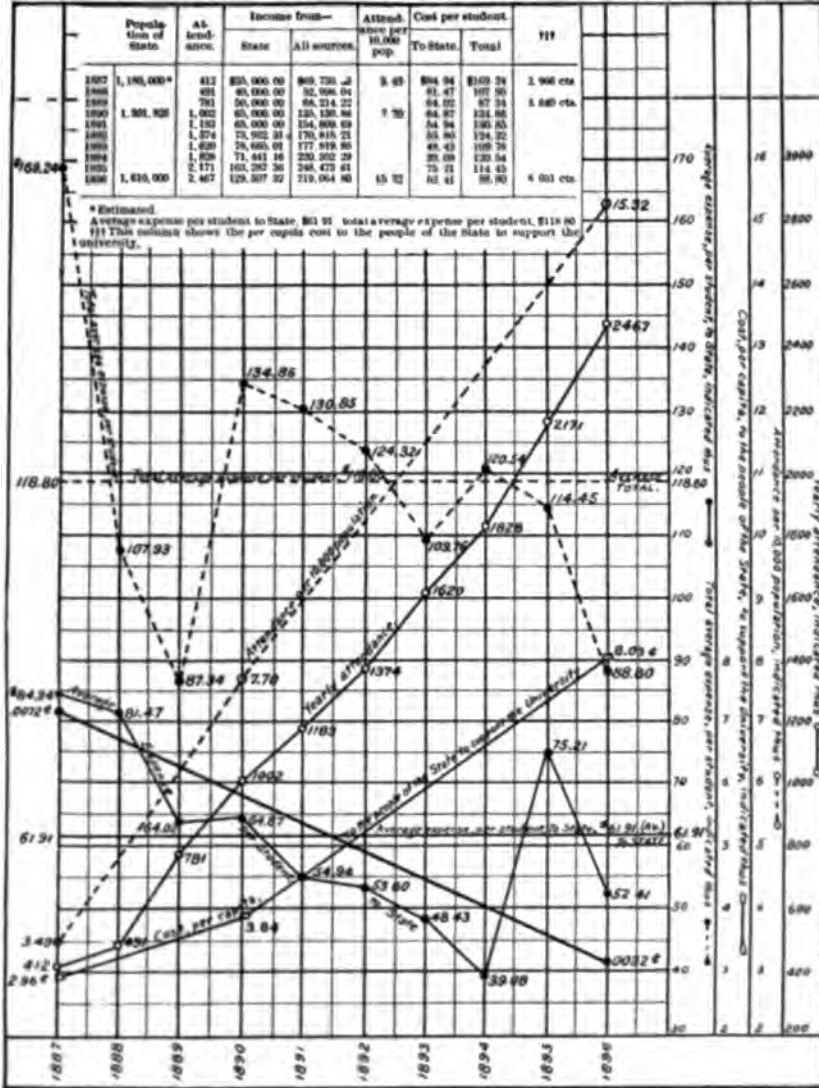
B.—Degrees conferred, 1873-1898—Continued.

	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1883.	1884.	1885.	1886.	1887.	1888.
B. A.	6	7	6	7	10	15	16	26	17	28	28	28	28	28	28	28
B. S.	6	12	12	10	22	14	19	21	36	32	44	44	44	44	44	44
B. L.	6	5	14	9	11	17	16	35	19	34	31	34	34	34	34	34
M. A.		1		1		1	1	4	4	1	6	6	6	6	6	6
M. S.			1				1	1	2	6	3	3	3	3	3	3
M. L.	3	2			1			1	2	2	1	1	1	1	1	1
Ph. D.			1				1	2	2	1	1	1	1	1	1	1
B. C. E.		1	1	1	9	3	2	4	4	4	4	4	4	4	4	4
B. M. E.		1	2		3	1	2	2	1	3	3	3	3	3	3	3
B. E. E.						2	4	6	2	7	3	3	3	3	3	3
B. Min. E.									2	1	1	1	1	1	1	1
B. Met. E.																
B. Arch.	1							1								
B. Agr.		1							1	2	1	2	1	2	1	2
C. E.			1						1							
M. E.									1							
E. E.													1			
Min. E.																
LL. B.				3	40	49	56	87	7	89	86	104	104	104	104	104
LL. M.																
B. Me.	3	2														
M. D.				20	17	22	22	45	38	53	54	54	54	54	54	54
D. D. S.				1	6	7	4	13	6	12	14	14	14	14	14	14
D. Phar.									6	12	13	13	13	13	13	13
Total	25	32	38	52	119	132	154	248	244	285	307	307	307	307	307	307

*The decrease in 1887 in the graduates in law is due to the addition of a year to the course.

C. Attendance and income.

Table prepared in 1896 by Mr. E. B. Johnson, registrar.



Annual cost to each person in the State to support each student in the university.

Attendance and income for 1896, compared with neighboring State universities. — The following diagram shows that for the year 1896 the per capita cost per student in the University of Minnesota was decidedly lower than in any of the other great universities. These figures are taken from the World Almanac for 1896:

Minnesota, \$98.80	Iowa, \$106.10	Michigan, \$148.60	Illinois, \$155.55	Nebraska, \$175.00	Wisconsin, \$200.	Missouri, \$402.50
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The following shows the annual expenditure per student, compared with other State universities and three leading Eastern universities:

Minne- sota, \$98.80.	North- western, \$106.	Kan- sas, \$115.	Califor- nia, \$160.	Cornell, \$205.	Yale, \$234.	Harvard, \$250.
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APPENDIX II.

AN ACT to establish the University of Minnesota

[Approved February 13, 1861. Chapter 28, Revised Statutes.]

SECTION 1. There shall be established in this Territory an institution under the name and style of the University of Minnesota.

SEC. 2. The proceeds of all lands that may hereafter be granted by the United States to the Territory for the support of a university shall be and remain a perpetual fund, to be called the "university fund," the interest of which shall be appropriated to the support of a university; and no sectarian instruction shall be allowed in such university.

SEC. 3. The object of the university shall be to provide the inhabitants of this Territory with the means of acquiring a thorough knowledge of the various branches of literature, science, and the arts.

SEC. 4. The government of the university shall be vested in a board of twelve regents, who shall be elected by the legislature as hereinafter provided.

SEC. 5. The members of the board of regents shall be elected at the present session of the legislature, and shall be divided into classes, numbered one, two, and three. Class numbered one shall hold their offices for two years; class numbered two, for four years, and class numbered three, for six years from the first Monday in February, one thousand eight hundred and fifty-one. Biennially thereafter there shall be elected in joint convention of both branches of the legislature four members to supply the vacancies made by the provisions of this section, and who shall hold their offices for six years, respectively.

SEC. 6. Whenever there shall be a vacancy in the office of regents of the university, from any cause whatever, it shall be the duty of the governor to fill such office by appointment, and the person or persons so appointed shall continue in office until the close of the session of the legislature then next thereafter, and until others are elected in their stead.

SEC. 7. The regents of the university and their successors in office shall constitute a body corporate, with the name and style of the "Regents of the Univer-

sity of Minnesota," with the rights, as such, of suing and being sued, of contracting and being contracted with, of making and using a common seal, and altering the same at pleasure.

SEC. 8. The regents shall appoint a secretary, a treasurer, and a librarian, who shall hold their respective offices during the pleasure of the board. It shall be the duty of the secretary to record all the proceedings of the board, and carefully to preserve all its books and papers. The treasurer shall keep a true and faithful account of all moneys received and paid out by him, and shall give such bonds for the faithful performance of the duties of his office as the regents may require.

SEC. 9. The regents shall have power, and it shall be their duty, to enact laws for the government of the university; to elect a chancellor, who shall be ex officio president of the board of regents, or when absent, or previous to the election of such chancellor, the board may elect one of their own number president pro tempore. They may also appoint the requisite number of professors and tutors, and such other officers as they may deem expedient; also to determine the amount of their respective salaries: *Provided*, That the salaries thus determined shall be submitted to the legislature for their approval or dissent.

SEC. 10. The university shall consist of five departments: The department of science, literature, and the arts; the department of law, the department of medicine, the department of the theory and practice of elementary instruction; the department of agriculture. The immediate government of the several departments shall be intrusted to their respective faculties; but the regents shall have power to regulate the course of instruction, and prescribe, under the advice of the professorships, the books and authorities to be used in the several departments, and also to confer such degrees and grant such diplomas as are usually conferred and granted by other universities.

SEC. 11. The regents shall have power to remove any officer connected with the institution when in their judgment the interest of the university requires it.

SEC. 12. The admission fee to the university and the charges for tuition in the several departments thereof shall be regulated and prescribed by the board of regents, and as soon as in their opinion the income of the university fund will permit, tuition in all of the departments shall be without charge to all students in the same who are residents of the Territory.

SEC. 13. The University of Minnesota shall be located at or near the Falls of St. Anthony, and the regents, as soon as they may deem expedient, shall procure a suitable site for the erection of the university buildings, and they may proceed to the erection of the same as soon as funds may be provided for that purpose, after such plan or plans as may be approved by a majority of said board.

SEC. 14. The regents shall have the power, and it shall be their duty, as soon as the requisite funds shall have been secured for that purpose, to establish a preparatory department of said university, and employ teachers for the same, who shall be qualified to give instruction in all the branches of learning usually taught in academies, which preparatory department may be discontinued whenever the regents may think proper, after the other departments of said university shall have been established.

SEC. 15. The regents are authorized to expend such portions of the fund which by the provisions of this chapter may come under their control as they may deem expedient for the erection of suitable buildings and the purchase of apparatus, a library, and a cabinet of natural history; and the selection, management, and control of all lands which may hereafter be granted by Congress for the endowment of said university is hereby vested in the board of regents.

SEC. 16. The regents shall make a report annually to the legislature at its regular session, exhibiting the state and progress of the university in its several departments, the course of study, the number of professors and students, the

amount of expenditures, and such other information as they may deem proper, or may from time to time be required of them.

SEC. 17. Meetings of the board may be called by any seven members thereof, at such time and place as they may deem expedient, and a majority of said board shall constitute a quorum for the transaction of business, but a smaller number may adjourn from time to time.

SEC. 18. The regents, if they shall deem it expedient, may receive into connection with the university any college within the Territory upon application of the board of trustees; and such college so received shall become a branch of the university and be subject to the visitation of the regents.

SEC. 19. No religious tenets or opinions shall be required to entitle any person to be admitted as a student in said university, and no such tenets or opinions shall be required as a qualification for any professor, tutor, or officer of said university.

SEC. 20. The legislative assembly may at any time alter, amend, modify, or repeal this chapter.

APPENDIX III.

Chapter I. General Laws, 1858: AN ACT to reorganize and provide for the government and regulation of the University of Minnesota, and to establish an agricultural college therein. (As amended by Chapter X. of the General Laws of 1872: An act to amend Chapter I of the Session Laws of 1858, relating to the University of Minnesota.)

SECTION 1. The object of the University of Minnesota, established by the Constitution at or near the Falls of St. Anthony, shall be to provide the means of acquiring a thorough knowledge of the various branches of literature, science, and the arts, and such branches of learning as are related to agriculture and the mechanic arts, including military tactics and other scientific and classical studies.

SEC. 2. There shall be established in the University of Minnesota five or more colleges or departments, that is to say, a department of preparatory instruction, a college of science, literature, and the arts, a college of agriculture, including "military tactics," a college of the mechanic arts, a college or department of law, and also a college or department of medicine. The department of elementary instruction may be dispensed with at such rate and in such wise as may seem just and proper to the board of regents.

SEC. 3. The government of the university shall be vested in a board of ten regents, of which the governor of the State, the State superintendent of public instruction, and the president of the university shall be members *ex officio*, and the remaining seven members thereof shall be appointed by the governor, by and with the advice and consent of the senate. Whenever a vacancy occurs therein, for any cause, the same shall be filled for the unexpired term in the same manner. Of the regents thus appointed, two shall be commissioned and hold their offices for one year, and two for two years, and three for three years. Their successors shall be appointed in like manner, and shall hold their office for the full term of three years from the first Wednesday of March succeeding their appointments, and until their successors are appointed and qualified. The president of the university shall have the same rights, powers, and privileges as other members, except the right of voting, and he shall be *ex officio* the corresponding secretary of the board of regents.

SEC. 4. The regents of the university shall constitute a body corporate under the name and style of "The University of Minnesota;" and by that name may sue and be sued, contract and be contracted with, make and use a common seal and alter the same at pleasure; a majority of the voting members shall constitute a quorum for the transaction of business, and a less number may adjourn from time to time.

SEC. 5. The board of regents shall elect from the members of the board a president of the board, [a] recording secretary, and [a] treasurer, who shall hold their respective offices during the pleasure of the board. And the president and treasurer each before entering upon the duties of his office shall execute a bond in the penal sum of \$50,000, with at least two sufficient sureties, to the State of Minnesota, to be approved by the governor, conditioned for the faithful and honest performance of the duties of his office according to law, which bonds, when so approved, shall be filed in the office of the secretary of state.

SEC. 6. The board of regents shall have power, and it shall be their duty, to enact by-laws for the government of the University of Minnesota in all its departments; to elect a president of the university and, in their discretion, a vice-president and the requisite number of professors, instructors, officers, and employees, and to fix their salaries, [and] also the term of office of each, and to determine the moral and educational qualifications of applicants for admission, and in the appointment of professors, instructors, and other officers and assistants of the university, and in prescribing the studies and exercises thereof, and in all the management and government thereof no partiality or preference shall be shown to one sect or religious denomination over another, nor shall anything sectarian be taught therein. And the board of regents shall have power to regulate the courses of instruction and [to] prescribe the books and authorities to be used, and also to confer such degrees and grant such diplomas as are usual, in their discretion. It shall be the duty of the recording secretary to record all the proceedings of the board and carefully preserve all its books and papers, and before entering upon the duties of his office he shall take and subscribe an oath to perform his duties honestly and faithfully as such officer. It shall be the duty of the treasurer to keep an exact and faithful account of all moneys, bills receivable, and evidence of indebtedness, and all securities or property received or paid out by him, and before entering upon his duties shall take and subscribe an oath that he will well and faithfully perform the duties of treasurer thereof. It shall be the duty of the president to preside at the meetings of the board, and in case of his inability to preside the board may appoint a president pro tempore.

SEC. 7. In addition to all the rights, immunities, franchises, and endowments heretofore granted to or conferred upon the University of Minnesota for the endowment, support, and maintenance thereof, there shall be and is hereby inviolably appropriated and placed at the disposal of the board of regents thereof, to be drawn from the State treasury upon the order of the president drawn upon the State auditor, countersigned by the secretary of the board, and payable to the order of the treasurer of the board, all the interest and income of the fund to be derived from the sales of all lands granted and to be granted to the State of Minnesota by virtue of an act of Congress entitled "An act donating lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts," approved July 2, 1867; and also all such gifts, grants, and contributions to the endowment thereof as may be derived from any and all such sources.

SEC. 8. And in order to effect a settlement of all remaining indebtedness of the university, all the powers and authorities given by chapter 18 of the laws of 1864, entitled "An act relating to the University of Minnesota," and chapter 11 of the laws of 1866, entitled "An act to amend an act relating to the University of Minnesota, approved March 4, 1864," to the regents therein mentioned, are hereby given to and conferred upon the board of regents of the University of Minnesota aforesaid; and the said acts are hereby continued and shall be in force until such outstanding indebtedness is fully liquidated.

SEC. 9. The first meeting of the board of regents under the provisions of this act shall be holden at the university building on the first Wednesday in March,

1868, at which meeting the officers of the board shall be elected; and the annual meetings of the board shall be holden on the second Tuesday of December in each and every year thereafter.

SEC. 10. Any person or persons contributing a sum of not less than \$15,000 shall have the privilege of endowing a professorship in the university, the name and object of which shall be designated by the board of regents.

SEC. 11. The said board of regents shall succeed to and have control of the books, records, building, and all other property of the university; and the present board of regents shall be dissolved immediately upon the organization of the board herein provided for: *Provided*, That all contracts made and at the time binding upon the board then dissolved shall be assumed and discharged by their successors in office.

SEC. 12. It shall be the duty of the board of regents herein provided for to make arrangements for securing suitable lands, pursuant to the act of Congress above mentioned, in the vicinity of the university for an experimental farm, and as soon thereafter as may be to make such improvements thereon as will render the same available for experimental purposes in connection with the course in the agricultural college; and for such purpose the board of regents is hereby authorized to expend a sum not exceeding the amount specified by the act of Congress aforesaid.

SEC. 13. On or before the second Tuesday in December in each and every year the board of regents, through their president, shall make a report to the governor, showing in detail the progress and condition of the university during the previous university year, the wants of the institution in all its various departments, the nature, costs, and results of all improvements, experiments, and investigations, the number of professors and students, the amounts of money received and disbursed, and such other matters, including industrial and economical statistics, as they deem important or useful. One copy of said report shall be transmitted to each of the other colleges endowed under the provisions of the said act of Congress and one copy to the Secretary of the Interior.

SEC. 14. The president of the university shall be the president of the general faculty and of the special faculties of the several departments or colleges, and the executive head of the institution in all its departments. As such officer he shall have authority, subject to the board of regents, to give general direction to the practical affairs and scientific investigations of the university, and in the recess of the board of regents to remove any employee or subordinate officer not a member of the faculty, and supply, for the time being, any vacancies thus created. He shall perform the customary duties of a corresponding secretary, and may be charged with the duties of one of the professorships. He shall make to the superintendent of public instruction, on or before the second Tuesday in December in each and every year, a report showing in detail the progress and condition of the university during the previous university year, the number of professors and students in the several departments, and such other matters relating to the proper educational work of the institution as he shall deem useful. It shall also be the duty of the president of the university to make to the board of regents, on or before the second Tuesday in December in each and every year, a report showing in detail the progress and condition of the university during the previous university year, the nature and results of all important experiments and investigations, and such other matters, including economical and industrial facts and statistics, as he shall deem useful.

SEC. 15. Chapter 80 of the laws of 1860, chapter 87 of the laws of 1862, and as much and such parts of any and all acts and laws, whether general or special, as are inconsistent with the provisions of this act are hereby repealed.

SEC. 16. This act shall take effect and be in force from and after its passage.

Approved February 18, 1864. Act to amend approved February 29, 1872.

Chapter IV.

THE SCHOOL OF AGRICULTURE.

By **SIDNEY M. OWEN.**
Regent of the university.

In contemplating the establishment of a branch of the State university devoted to agricultural education the guiding thought was of a school that would be in fact as well as in name a "school of practical agriculture," a title that time and results have shown to be merited by this institution. The university regents were well aware that many, if not all, of the agricultural educational institutions of the country were so in name only; that in their courses of study, and in fact in their sympathies and tendencies, they were so closely in line with the high school, the academy, and college that in practice or result it was difficult to see wherein they differed. While such educational institutions were called "agricultural," while the material they worked upon was drawn from the families of farmers, and while they ostensibly existed for the purpose of increasing the number of intelligent farmers, yet, as a matter of fact, they were educating the boys of the farms to be, in a very large measure, anything but farmers. The percentage of the students who went back to the farms after being educated in or graduated from schools and colleges of agriculture was much too small, in the estimation of the regents, to justify the establishment and support of those institutions; hence it was resolved that, if possible, the Minnesota School of Agriculture should be so organized and conducted that it would reverse the prevailing system and results.

The intense competition in the world of business, and in no department more intense than in that of agriculture, admonished the regents that agricultural education should be devoted wholly to equipping the farm boy with a knowledge of the theory, practice, and science of farming that would enable him to enter upon that avocation prepared to meet and overcome the world's competition, the pressure of which is ever growing heavier.

It was believed that a school could and should be conducted by instructors in such close touch with the farm, in such active sympathy

with the farm boy that he would be made to see possibilities and beauties in the avocation of farming never before conceived of. If this could be realized the boy would be educated toward the farm, not away from it. Farms would begin to be worked with the intelligence and system of the ideal factory, and the capabilities of the soil would be more fully realized.

The foregoing will indicate how carefully and thoughtfully this school was planned, and it is a gratifying task to relate its subsequent history, which so completely confirms the wisdom of its conception and the fidelity of its administration.

In harmony with the views and convictions of the regents the first step toward the organization of the school was the preparation of a general plan calculated to give practical effect to those views. Prof. D. L. Kiehle, then a member of the board of regents and State superintendent of public instruction, submitted a plan, or a suggestion of a plan, for such a school, which was approved by the regents and was published February 1, 1888, in *Farm, Stock, and Home*, an agricultural paper published in Minneapolis.

The school having been in a great measure conducted along the line of Professor Kiehle's suggestions, they are herewith presented, in his language, as an essential part of its history:

In the organization of a school of agriculture, as it seems to me, the following considerations should govern:

1. It should meet the demands of the young farmers who desire a knowledge of such matters of business, science, and agricultural experience as belong to the calling.

2. The school should receive them at the close of a good common-school training, and at an age not younger than 15 years.

3. As it is intended for those whose life and labor are on the farm, the term should include the months during which they are at leisure, say five months, from November 1 to April 1.

4. The courses of the school should be mostly objective, manual, practical, and scientific, and in its results should accomplish the following: (a) It should cultivate and strengthen the taste and abilities of agricultural life. The student should therefore pursue his school life as closely as possible with his life on the farm. To be absent too long and to become accustomed to other surroundings will wean from the farm. Hence, a course to be completed by winter terms has two advantages. It leaves the student the working season to apply his learning and earn wages for his support. It also continues his life on the farm without a long break, and so strengthens rather than weakens his taste for his chosen calling. (b) It should cultivate his powers of observation and judgment, and his manual skill in lines belonging to his occupation. (c) It should make him acquainted with the elements of those branches of science most immediately allied to his calling.

I. GENERAL BUSINESS COURSE.

(1) Reading and composition; (2) business arithmetic; (3) bookkeeping; (4) geography -- (a) descriptive, (b) physical; (5) United States history; (6) civil government; (7) political economy; (8) drawing.

The instruction in these branches should be given, in matter and in method, especially practical and adapted to the needs of this class of students.

II. SCIENTIFIC AND MANUAL TRAINING COURSE.

(1) Shopwork; (2) chemistry; (3) mineralogy and composition of soils; (4) botany; (5) physiology; (6) natural philosophy.

These subjects should be taught objectively and thoroughly in the elements. In this course the student should learn the use and care of common tools; he should become familiar with laboratory work, with the most common elements that enter into foods and soils, together with the laws of their chemical combinations; he should know of botany by a study of plants, and he should learn of animal physiology by the study of animals themselves, dissected and examined with his own hands and eyes.

III. LECTURE COURSE.

(1) Farm management—(a) system, (b) economy, (c) business; (2) soils; (3) plants; (4) stock—(a) breeding; (b) feeding; (5) farm hygiene; (6) farm architecture; (7) farm home.

This course should bring to the students, in familiar talks, the practical experience of men who have worked and observed intelligently in these different lines.

This winter course is distinct and independent, in the interest of those who desire to return to their farms for labor during the summer months.

A similar summer course may be provided for such as desire practical experience as might be given on the experimental farm.

As students appear with ability and ambition to pursue their studies still further the department of agriculture in the university is prepared to receive them and to advance them to the honorable degree of bachelor of agriculture.

The above is not offered as a prepared and complete curriculum. I give in outline only so much as is necessary to convey my view as to what is needed and how it may be done. If this plan is reasonable, we shall have in the fruit of it a school that will be, both as to expense and preparation, within the reach of farmers of ordinary thrift. It will be what all intelligent farmers should have, namely, a good business education of a high-school grade, fair mechanical skill, with the habit of themselves making and mending rather than buying; a practical knowledge of the alphabet of the natural sciences so that they can read and observe intelligently in the lines of their work.

All this in the school of agriculture; beyond this is our college of agriculture, in which these subjects will be continued to meet the demands of the fewer, and that most important class in agriculture, lecturers, professors, physicians, and statesmen.

No proposition suggested in the foregoing met with more adverse criticism than the one to hold the school during the winter months, when, it was said, practical agriculture could not be taught, since the opportunity for object lessons in crop growing and conditions for practice in actual farm work would be wanting. But experience has confirmed the predictions of Professor Kiehle. Much of the disadvantages of teaching practical subjects in winter has been overcome by means of plants, animals, machines, charts, models, and other illustrative material which from year to year is being collected. The boy receives instruction during the winter that he is eager to put in practice on the farm during the succeeding summer. While at work there he discovers defects in his education that cause him to look forward with pleasant anticipation to the second term of school, when the defects may be remedied.

Thus the farm becomes a part of the school, the boy is kept in sympathetic touch with both, which is a very desirable object, and one which has been extremely difficult of attainment in the past; that is, educating farm boys who will stay on the farms, thus putting the latter into the hands of farmers educated for their profession, as the lawyer, doctor, or preacher is educated for his.

During the summer of 1888 the first school building was erected. It was designed to furnish dormitory and culinary facilities for about 35 students, with necessary recitation rooms, a small library, reading room, etc. In preparing for 35 students it was believed by many that such provision would be ample for several years, but the attendance during the first term revealed a demand for a school of this kind that existing facilities would not come near supplying.

The attendance the first year was 47. The course of study, as announced, though not strictly adhered to, was English, physical geography, botany, physics, and lectures on farm management, farm architecture, and horticulture.

The facilities provided in 1888 proving altogether inadequate, the following year a larger building, assembly hall, was erected. This building contained dormitory facilities for about 65 students, an assembly room, recitation rooms, etc. It was completed in time for the opening of the second year's school, with an attendance of 78. The second year's course of study was algebra, geometry, civil government, political economy, agricultural chemistry, and animal physiology, with lectures on grains, dairying, horticulture, and veterinary science.

During the summer of 1890 the school facilities were still further increased by the erection of a chemical laboratory, a small building devoted to offices and laboratory having previously been burned. This building, with its fine facilities for teaching agricultural chemistry, is a most attractive one to the students, who study this branch with great interest, pleasure, and profit. At the close of the second year 14 of the first year's class graduated.

During the third school year, 1890-91, the attendance was: Regular course, 104; university course, 5. The latter students were graduates from the school, who entered the university proper for the purpose of taking the advanced courses in the sciences pertaining to agriculture, and thus fitting themselves for teaching and experiment work. The scarcity of competent instructors in agricultural schools inspired the regents to encourage those graduates from the school who seemed to be adapted to the work to take the advanced course, and thus aid in supplying the demand for teachers. The number of graduates from the school at the close of the third year was 16.

In 1891 dairy hall was built and equipped for giving practical instruction in butter and cheese making. It contained a lecture room devoted to animal breeding, arranged for the admission of animals

before the classes, and affording splendid facilities for lucid demonstration by instructors and clear understanding by the students. The building also contains offices of the station bookkeeper, professors of dairying, of animal husbandry, veterinary science, mailing room, etc.

During the fourth year the attendance was: Regular course, 88; dairy school, 28; university course, 3. The dairy school was instituted after the erection of dairy hall. It was designed to not only impart dairy instruction to such regular students as required it, but also to those who were not members of the school, but desired instruction for use in the home or factory. This feature has proved to be very popular and of great value to the dairy interests of the State.

In 1892 no additional buildings were erected, though more were sadly needed. The attendance during the fifth year, 1892-93, was: Regular course, 114; special dairy course, 30; university course, 7. There were 21 graduates from the school at the close of the year.

In 1893 was erected what is known as "drill hall," the largest of the school buildings erected up to that date. It contains a fine large drill hall and gymnasium, drawing and wood-working rooms—work that had previously been done under great disadvantages, owing to the want of proper rooms—office, lecture, and recitation rooms for the professors of horticulture and entomology, a museum, and dormitory facilities for some 20 students. This building also contains the blacksmith shop, a branch of education inaugurated in 1893, and one that has proven as popular as it will be useful. There is surely no branch of work that the boys take greater interest in.

The sixth school year, 1893-94, demonstrated the growing popularity of the Minnesota School of Practical Agriculture, and justified the predictions and faith of those who had worked earnestly and hopefully for its upbuilding and success. The attendance was: Regular course, 144; dairy school, 59; university course, 7—a number largely in excess of the dormitory room at hand and taxing the culinary facilities to their utmost. The dairy-school attendance shows how rapidly this branch was growing in favor. The number of students graduated at the close of the year was 19.

In 1894 no building was done; and though the attendance the previous year was so much in excess of comfortable accommodations provided, yet the attendance for 1894-95 was: Regular course, 204; dairy school, 90; university course, 7; summer school for girls, 59. The number graduated at the close of the year was 25.

In the summer of 1894, by way of experiment, a summer school for girls of all ages was established. It was a four weeks' term and devoted mainly to instruction in dairying from the standpoint of the home—home butter and cheese making—and to cooking and domestic economy, though lectures on small-fruit growing, entomology, chemistry of foods, and hygiene were given. The attendance during the

term was 59, which was very gratifying, and encouraged the regents to lengthen the term to six weeks in 1895.

In 1895 a new dormitory and culinary building, known as the dining hall, was erected. It has dormitory accommodations for 60; a dining room 40 by 130, in which 450 persons may be seated, with kitchen facilities. This building cost about \$40,000, and is the largest structure on university farm campus. During the same year the dairy hall was enlarged, doubling its capacity and making it the largest dairy-school building in the country, if not in the world. It is 65 by 100 feet, and three stories high. A substantial blacksmith shop was also built, in size sufficient for 25 forges. A poultry building was also erected during the year, and instruction in this minor, yet important line of work was begun.

The attendance for the year 1895-96 was: Regular course, 223; dairy school, 97; summer course for women, 46; college course, 10.

The summer agricultural school for women had become an established success. No one was barred from this school on account of age or education, or required to enter at the beginning and remain through the whole term. A woman could attend a week, have some troublesome problem in the kitchen, dairy, fruit garden, or elsewhere solved, and return home. However, a large percentage of the attendants came at the beginning and remained to the end. The course of study for the term in 1895 will give a correct idea of the scope of this admirable school:

Practice work in cooking, under Mary C. Thompson.

Practice work in dairying, under T. L. Haecker.

Practice work in sewing, under Grace A. Burch.

Lectures in chemistry, under Harry Snyder, B. S.

Lectures in English, under H. W. Brewster, Ph. D.

Lectures in entomology, under Otto Luggar, Ph. D.

Lectures in horticulture, under S. B. Green, B. S.

Lectures in hygiene, under M. H. Reynolds, M. D., V. M.

In 1896 no new buildings were erected, but the attendance increased in the year 1896-97 so that the newly provided dormitories and class rooms were being rapidly filled. In the school of agriculture course 265 students were enrolled; dairy school, 92; women's school, 70; college course, 14.

In 1897 the State legislature appropriated the sum of \$25,000 for a dormitory for girls, that the school of agriculture plan might be perfected by the admission of farmers' daughters into the winter course with the young men. A beautiful, substantial, but plain structure was built, suitable to accommodate 90 young ladies. During this year a central heating and electric-light plant was also erected, and now all the buildings are lighted with electricity and nearly all are heated from the central plant. This plan of heating and lighting has materially aided in procuring a large saving by securing lower rates

of insurance on the buildings and equipment. At the present writing the enrollment for the year 1897-98 is as follows: School of agriculture course, 312; dairy school, 83; women's summer school, 65; college of agriculture, four years' course, 23; total, 483.

The course of study for 1897-98 is given herewith. It will be found interesting to compare it with that of the first and second years, since it not only reveals the development that has taken place, but the tenacity with which the idea of practical agricultural education is adhered to.

COURSE OF STUDY.

FIRST YEAR.

First term.—Agriculture [2], botany [5], drawing [2],¹ music or athletics [1],¹ physiology [5], study of breeds [2]. Agriculture [1], blacksmithing [1],¹ carpentry [2],¹ carpentry lecture [1], military drill [1],¹ study of breeds [1], or laundering [2],¹ physical culture [1],¹ sewing [3],¹ social culture [1].¹

Second term.—Botany [5], farm accounts [2],¹ music or athletics [1],¹ physiology [4], algebra [5],² or carpentry [2],¹ carpentry lecture [1], drawing [2],¹ or cooking [3],¹ drawing [2],¹ blacksmithing [1], military drill [1],¹ or home management [1],¹ physical culture [1].¹

SECOND YEAR.

First term.—Dairy chemistry [2], dairy husbandry [2],¹ fruit growing [3], music or athletics [1],¹ poultry [1]. Zoology or entomology, or algebra [5].² Breeding [2],¹ military drill [1],¹ physics [5], or cooking [3],¹ household art [1],¹ physical culture [1],¹ sewing [3].¹

Second term.—Agricultural chemistry [5],¹ dairy husbandry [2],¹ music or athletics [1],¹ physics [5], vegetable gardening [3], algebra [5],² or field crops [5], or cooking [3],¹ home economy [2],¹ Military drill [1],¹ or physical culture [1].¹

THIRD YEAR.

First term.—Agricultural chemistry [5],¹ forestry [3], music or athletics [1],¹ plane geometry [5]. Handling grain and machinery [1],¹ veterinary science [3],¹ or sewing [4].¹

Second term.—Civics or geometry [4], dressing and curing meats [1],¹ green-houses and hotbeds [3]. Feeding [3], soils and fertilizers [5], veterinary science [3],¹ or cooking [3],¹ domestic chemistry [3], hygiene [3],¹ sanitation [2].¹

The faculty has experienced but few changes since the school began save the additions that have been made from time to time. Messrs. Brewster, Green, Lugger, Hays, and Aldrich are "charter members" of the school faculty.

¹ Figures in brackets indicate the number of hours per week in which the subject is pursued; all work in subjects marked thus [2] extend through double time in the daily programme.

² Mathematics are offered only for students who have decided to take the college course in agriculture; in order to graduate, students must have completed all the equivalents.

One essay and one declamation are required of each student in each term of the first two years. Those taking the regular work in the literary societies will be excused from the declamation.

Following is the present composition of the faculty: Cyrus Northrop, LL. D., president; William M. Liggett, dean; Henry Webb Brewster, Ph. D., principal, mathematics; Samuel B. Green, B. S., horticulture, forestry; Otto Luggen, Ph. D., zoology, entomology; Charles R. Aldrich, carpentry, drawing, farm buildings; Florence A. Brewster, librarian; William A. Robertson, B. S., physics, botany; J. A. Vye, penmanship, accounts; Harry Snyder, B. S., chemistry; T. L. Haecker, dairy husbandry; M. H. Reynolds, M. D., V. M., physiology, veterinary science; Willet M. Hays, M. S., agriculture; Thomas Shaw, animal industry; J. M. Drew, blacksmithing, poultry; Andrew Boss, dressing and curing meats, machinery; William Boss, carpentry, engineering; Alvin D. Gaines, A. M., language, civics, music; Harry A. Loenhacuser, lieutenant, U. S. A., military drill; E. W. Mahood, M. A., arithmetic and athletics; Juniata L. Sheppard, cooking; Margaret Blair, sewing.

Admission is given to students who have completed a common-school course in English grammar, arithmetic, history of the United States, and geography, as prescribed by the State department of public instruction.

Students are received without examination in subjects for which they can furnish the certificates of high schools or of county superintendents.

Students applying for admission after the opening of the term are, in addition to passing the entrance examination given at the beginning of the year, required to show proficiency in the work done by the class up to the time of such application.

A command of the English language such as can be gained from practice in spelling, composition, and letter writing is very essential. Those who expect to enter this school are urged to prepare themselves thoroughly in these branches. They are also expected to have a practical knowledge of fractions—common and decimal—percentage, measurements, and interest.

Students deficient in grammar and penmanship, but who understand arithmetic through fractions, will be admitted to the preparatory class.

The cost to the students for board and washing is the actual cost of maintaining the table and caring for the house. This does not exceed \$3 per week, and has been as low as \$2.58 per week. The buildings are warmed by steam, and the sleeping rooms are each furnished with a bedstead, mattress, dressing bureau, and table.

Each student furnishes 4 sheets, 1 pair of blankets, 1 quilt, 1 bedspread, 1 pillow, 3 pillow cases, 2 bath towels, and comb and brush.

Text-books are furnished at an annual rental of \$2 to students who do not desire to purchase.

Drawing tools may be had at a rental of 50 cents per term, or may be purchased for \$4.

It is recommended that all students taking the military drill provide themselves with the uniform, which consists of blouse, trousers, vest, and cap, modeled after the United States Military Academy uniform, of cadet gray, and is as neat and economical a dress as the student can obtain.

Students pay an incidental fee of \$1 per term and also pay for breakage of apparatus used in practical work.

DEPOSIT.

In addition to the assessment of \$12 for board, at the beginning of the term a deposit of \$5 is required of each student as a guaranty for the return of all books, tools, and other articles borrowed.

The total expenses for the year need not exceed \$85 to each student.

The school is conducted upon the principle that character makes all labor honorable. As much, therefore, of the labor at the home and on the farm as can be distributed among the students is allotted to them at a fair rate of compensation.

The school is located upon the State experimental farm, St. Anthony Park, and its instructors are largely of the station staff. The students are therefore not only instructed by men who are engaged in practical agricultural work in all its branches, but are surrounded by the animals, tools, and implements of the farm, become familiar with well-arranged stock barns; in short, breathe a farm atmosphere during their school lives that conduces to the effectiveness of instructors and receptivity of students.

The course in manual training, consisting of practical carpentry and blacksmithing, is very attractive to the students and no less useful than attractive. The dairy instruction is of a purely practical character. The boy learns the arts of caring for milk and making butter and cheese by doing the actual work required, and the same is true, so far as possible, of all the branches of instruction.

The fall of 1897 witnessed the inauguration of coeducation of the sexes, with young ladies in attendance. As previously noted, a very comfortable and appropriate home had been provided for them, and they were particularly fortunate in being under the motherly care and direction of a lady whom nature seemed to have specially endowed for a station of this kind, Mrs. Virginia Meredith, who has contributed very much to the success, usefulness, and popularity of this department. While it was expected the girls would enter only those classes in practical farm work that the women of the farms are directly interested in, such as dairying, fruit and flower growing, household chemistry, and possibly entomology, yet they were barred from no classes, and the result is that they are found with their brothers in all classes except those in carpentry and blacksmithing, and in all of them, even in that of animal breeding, they are as apt and eager students as the boys, though they are members of classes in cooking and sewing

which the boys do not enter. It is needless to say that the regents and all friends of the school are delighted with this innovation, and all are predicting a great development of practical agricultural education of the girls of all States in the near future.

One of the most gratifying and pleasing features of coeducation here is the marked improvement in the social graces and deportment of both boys and girls. The desire of each to appear well in the sight of the other proves an incentive to well-doing and to higher culture, which in the fullness of time will make its impress upon many rural communities.

The admission of girls into the regular school has, in the opinion of the regents and faculty, made the summer school unnecessary. This conclusion was the more easily reached because it had been found by experience that the summer school, coming at a season when farm work and experimentation was at its height, interfered more or less with the work of the station's staff, the members of which were also instructors in the school.

Before concluding it may be proper to refer to another important branch of education that has not been mentioned. The meats consumed by the school are supplied by the farm, and the male students are required to take lessons in butchering, cutting up, and preparing for the cook the carcasses of the animals slaughtered, and they are also instructed in the curing and preservation of meats.

The following tables show at a glance the growth of the school and also the total cost to each student for a school year:

TABLE I.—*Showing students in the department of agriculture of the University of Minnesota.*

	1890-91	1891-92	1892-93	1893-94	1894-95	1895-96	1896-97	1897-98
School of Agriculture	67	78	104	104	114	144	204	220
Graduated	14	18	9	21	19	35	28	28
College of Agriculture			5	3	7	9	10	24
Graduated					1	2	1	1
Dairy school			28	20	50	20	97	64
Women's school					20	20	70	60
Total	67	78	109	128	151	210	270	308

TABLE II.—*Showing exact cost to each student for the school years named.*

	Board per week	Board per year	Forward bank rent per year	Total cost per year of six months
1890-91	\$2.30	\$60.00	\$0.00	\$62.00
1891-92	2.30	60.00	0.00	62.00
1892-93	2.57	61.00	0.00	64.00
1893-94	2.65	62.00	0.00	64.00
1894-95	2.40	67.00	0.00	70.00
1895-96	2.65	62.00	0.00	64.00
1896-97	2.65	62.00	0.00	64.00
1897-98	2.65	62.00	0.00	64.00
1898-99	2.65	62.00	0.00	64.00
1899-00	2.65	62.00	0.00	64.00
1900-01	2.65	62.00	0.00	64.00
1901-02	2.65	62.00	0.00	64.00
1902-03	2.65	62.00	0.00	64.00
1903-04	2.65	62.00	0.00	64.00
1904-05	2.65	62.00	0.00	64.00
1905-06	2.65	62.00	0.00	64.00
1906-07	2.65	62.00	0.00	64.00

Chapter V.

THE ORIGIN, GROWTH, AND PRESENT CONDITION OF THE PUBLIC SCHOOLS OF MINNESOTA.

By **Mrs. JENNIE C. CRAYS,**

President of the Board of Education of Minneapolis.

[A paper read before the school boards of Minnesota in December, 1898.]

While the period of time covered by my subject is very short, scarcely half a century, it is nevertheless a period replete with interest. Aside from the interest which always attaches to the foundation of some noble structure or to the initial step in some great work, there is, to me at least, a peculiar interest, as Taine expresses it, in "unraveling across the lapse of time the living man," and of finding to whom and to what extent we are indebted here in Minnesota for this splendid edifice—the public school. And the fact that he to whom we owe perhaps more than to any other its broad and deep foundation, that he is still living, an honored and respected citizen of our State, but adds interest to the study. I refer to ex-Governor Ramsey, who was the first Territorial governor. Strictly speaking, to trace the origin of our public schools, we must not only recross the Alleghenies, but the Atlantic Ocean also, to where in some of the Protestant States of Germany in the sixteenth century we find the beginnings of the public school, an institution created, supported wholly or in part, and directed by the State, in order to bring the whole people under educational influences. But it is sufficient for our purposes to use the term in its more limited sense, the beginnings of the public school in Minnesota. While mission schools for the Indians had been established within the present boundaries of the State as early as 1834, possibly in 1832, it was not till 1847 that the first steps were taken by a Dr. Williamson to promote the education of the whites. This was a philanthropic movement and furthered by the National Educational Society, Minnesota not having even a Territorial organization then. But a word in regard to it, at least as a preliminary step, will be of interest.

Dr. Williamson writes to the president of this society that there has grown up within a few years on one of the bluffs of the Mississippi a village of white men which has been christened by the Roman

Catholics, who constitute the larger portion of the inhabitants, St. Paul; that after making inquiries he thought there might be as many as 36 pupils who would attend a school; that not more than half the parents could themselves read; that one woman who had four children would give boarding and a room to a teacher for the tuition of her children, and he recommended that a female teacher, one free from prejudice, be sent out. The result was that a log building 10 by 12, covered with bark and chinked with mud, used previously as a blacksmith shop, was secured and converted into a schoolhouse, the first in Minnesota, except those connected with missions. A Miss Bishop was sent to take charge of the school, and a little later a Miss Schofield came to her assistance. A few other schools were established in white settlements by this society, notably at Stillwater and St. Anthony. But the first meeting relating to the establishment of public schools was held in November, 1849, and in this same little schoolhouse. Early in this year Congress passed an act establishing the Territorial government of Minnesota, and one section of this act declared in brief that in each township sections 16 and 36 should be reserved for the support of schools in this Territory. As I have intimated, Alexander Ramsey, of Pennsylvania, was appointed the first Territorial governor. He, with his family, arrived in May, and the first legislative assembly met in the September following. Let me quote from his first message. He said:

The subject of education, which has ever been esteemed of first importance in all new American communities, deserves, and I doubt not will receive, your earliest and most devoted care. From the pressure of other and more immediate wants, it is not to be expected that your school system should be very ample, yet it is desirable that whatever is done should be of a character that will readily adapt itself to the growth and increase of the country, and not in future years require a violent change of system.

The suggestions of the governor awakened much interest in the question of a school system. A committee on education was appointed, and later a very able report was presented by the chairman, Hon. Mr. McLeod. To found a system which was broad and would readily adapt itself to future conditions seems to have been the guiding principle in this germinal act to establish and maintain common schools, passed on the last day of the session, which was the 1st day of November, 1849. It was the passage of this act which led to that first public-school meeting to which I have referred. This act required a 2½-mill tax to be levied with which to pay teachers, and provided that a special tax could be voted by the people, for the building of schoolhouses, etc.—it also recognized the township as the unit of division—it provided for the election of trustees, who had power to examine and hire teachers, but it did not require any reports to be made, hence there is scarcely anything authoritative concerning these earliest schools. We find that a district school building was built at

Stillwater in 1848, one at St. Anthony in 1849, and one at St. Paul in 1850. The largest, that at St. Anthony, was 24 by 34 feet. In some districts the entire cost of these first schools was met by tuition fees, there being no sale of school lands until 1862, and consequently no income from that source. The first code did not specify the length of a term of school, but it did say that no district should receive its share of the county tax—to which was added 15 per cent of all moneys accruing from liquor licenses—until the school had actually been held. The capsheaf of our public-school system, the university, had its initiative in 1851 in the annual message of the governor. At his suggestion the legislature memorialized Congress for a grant of land, and then proceeded to pass an act incorporating the university, the law providing that it should consist of five departments, science, literature, law, etc. In response to this memorial Congress, in February, granted two townships of land “for the use and support of the university in said Territory, and for no other use and purpose whatever.” To us, at this distance in time, it seems rather premature to be providing for a university before even good common schools were established, but regents were appointed, the location of the land grant was begun, a site donated, a two-story building, 30 by 50, built by subscription, and the use of the building given to a Mr. Merrill, who opened the school in November, 1851, with 20 pupils. The first report of a superintendent of instruction, and which may properly close the initial period of our public schools, was for the year 1851. The number of school districts is given as 13, schoolhouses 5, with an aggregate value of \$2,500, number of pupils enrolled 250. In this report the attention of trustees is called to the importance of securing larger lots for school buildings, that they should be situated in the center of at least an acre lot. All of which has quite a familiar sound. The superintendent also advises, instead of building two small school buildings in different parts of the town, to build a single “edifice,” of several rooms, and by employing a male principal with a female assistant said trustees will be able to reduce the expense of education.

In considering the second topic, the growth of the public schools of the State, I shall try not to weary the reader with statistics—in fact, statistics are not much in evidence until 1862 or 1863, the report of 1863 being the first at all approaching completeness as to the condition of the public schools—but a few statistics will be necessary; also frequent reference to school legislation. For, while legislation may be erratic, unstable, even vicious at times, taken for a series of years it will indicate progress, or the reverse. In the Territorial period there was some important school legislation, as that in 1854 requiring schools to be held at least three months in the year as a condition to receiving the county tax apportionment, the dropping of the township system, and requiring the county commissioners to divide the

county into convenient districts; also that relating to the organization of special school districts in the larger towns.

The university, opened in 1851 with 20 pupils, was closed in 1854, the building being finally rented for the public schools and passing out of the hands of the regents. In 1854 the present site of the university was selected, and in 1856 the first building was begun. The regents reported to the legislature in that year that they had been occupied principally in locating the lands for the use of the university; that they regretted that the preparatory school was obliged to close, but thought the time had come for the organization not only of an academic department of a high order, but also of the university proper. Notwithstanding this desire on the part of the regents, it was not till eleven years later, 1867, that the school was again opened.

In this same year (1856), the governor in his annual message expresses his regret that no report has been submitted on the condition or progress of the public schools in the Territory, owing, as he says, to the resignation of the superintendent of instruction, who was unable to give the requisite time and attention to the duties of the office for the meager salary of \$100, and adding that he had been unable as yet to find any person willing to accept the office for the same reason. How strangely this reads in this "office-seeking" age! From the meagerness of reports I conclude this condition prevailed for several years. Notwithstanding there were no official reports, the governor was able to state that nearly every village in the Territory had a school for small children, and in at least two of the larger towns grammar grades had been established. The course of study is indicated by the text-books used, which were Mitchell's Geography, Davies's Arithmetic, Wells's Grammar, Webster's Speller, Willard's United States History, and Parker's Readers, familiar names, I doubt not, to many of us.

In 1858 Minnesota entered the sisterhood of States with a population of over 150,000. The State constitution required the legislature to secure an efficient system of public schools for each township in the State. As a consequence there was much legislation, some good, some bad, in this first decade of our statehood—one legislature passing acts which were repealed by the next, perhaps. We find one superintendent complaining of the frequent changes of the school law. He says:

All agree that it has merits, as brevity, simplicity, a generality of provisions, and a rare economy; but it needs the benefit of a trial.

One of the first acts of the new State legislature, and largely through the influence of Dr. Ford, of Winona, was that providing for normal schools, and a very important factor in the public school system, for already had been found a most serious dearth of well-qualified teachers. This act provided that under certain conditions normal schools could be established. Winona was the first town to meet the conditions, and the first normal in the State was opened in that place in Septem-

ber, 1860, with an attendance of 40. Unfortunately, the school was obliged to close from 1862 to 1864, the legislature failing to make the necessary appropriation for its maintenance. An act was passed for the regulation of a State university instead of the Territorial university, and two additional townships of land were obtained from the Federal Government; also an act for the appointment of county superintendents at the option of and by the county commissioners. This was taken advantage of by a number of counties, the number gradually growing as the good effects were seen. Legislation providing for the appointment by the governor of a State superintendent of instruction, distinct and separate from any other office, was a step in the right direction. As I have stated, the report of 1863 is the first given with any degree of completeness. From it we learn that the number of pupils enrolled of school age—5 to 21—is in round numbers 38,000; that the value of schoolhouses is estimated at \$161,000. As showing the numerical growth, you will remember that, twelve years before, the pupils enrolled were 250 and the value of schoolhouses \$2,500. We learn, also, that the standard of qualifications of the Minnesota common-school teacher is lamentably low, owing, to a great extent, to the ignorance of the examiner, also to the disposition of trustees to employ the cheapest teacher, without regard to qualifications. At this time the average salary of male teachers was \$21, and of female \$13 per month. Indeed, later reports, until almost the close of this period, chronicle the same conditions; but then we hear there is a demand for better teachers, better schoolhouses, and there is an increase of salaries, though the superintendent of instruction thinks them still too low, and says:

Teachers ought not to be expected to break mental bread to the children of others and feed their own with stones; and further, if the people wish to lay well the foundations of the State for all future time, they must employ and pay for skilled master masons to hew the corner stones.

At the close, then, of the first decade, 1868, we find graded schools in many of the larger towns and villages, high schools in a number, and, in some, quite fine school buildings, the largest and most costly in the State being in Rochester. Institutes have been authorized by the legislature, a second normal school has been opened at Mankato, with an attendance of 60, and the preparatory department of the university has again been organized (1867) with an attendance of 50. One item in the statistics of 1868 is quite significant. It is that 50,000 children in the State are not attending school. Another item of interest is that the total income from the school-land fund amounts to \$115,000.

In the next ten years there is not nearly so much legislation as in the earlier times, but there are a few quite important acts, as that making the appointment of county superintendents obligatory, the prohibition of the use of State funds for sectarian schools, and, not least, the constitutional amendment in 1875 permitting women to

vote on all questions and to hold any office pertaining to schools. The third normal at St. Cloud was opened in 1869, the university fully organized, and a president elected. Normal, graded schools, institutes, and county superintendents were all exerting a powerful and beneficial influence and making it possible to require a higher standard for teachers. Schoolhouses improved and were more fully equipped with maps and charts. The per cent of nonattendance continued quite large, however, and the question of compulsory education began to be discussed. While the average length of the school term had increased, there were in 1876 more than 800 schools in the State that had only three months of school during the year. The course of study remained practically the same, except that physiology had been added. In 1878 the enrollment of pupils had reached 168,000, having more than doubled in the ten years. The university has grown from 169 pupils to 371. The value of school buildings is over \$3,000,000.

In the third decade, 1878 to 1888, the reports indicate a marked improvement in certain districts, but in illiterate and unprogressive communities, where was the greatest need, little or no progress was being made. The increase of the schools numerically is not so great as in the preceding period, but is still wonderful. There are now 65 to 70 high schools in the State. Four women are occupying the position of county superintendent. The university is still growing, numbering now 491, and has so developed that, in the language of the president, "it has become in reality what it has only been in name—a university." The legislation relating to schools during this period was quite pronounced and far-reaching in its effect upon the schools, notably a law requiring at least four months' school in a district as a condition to receiving their apportionment from the State fund, the compulsory education law, the law assisting districts to secure a school library, the law requiring instruction in temperance hygiene, also that for which those especially interested in educational matters had been asking so long, a 1-mill tax on all taxable property in the State, to be apportioned on the same basis as the interest on the permanent fund. Heretofore there had been no State aid to the common schools. Large appropriations had been made for the university, also for normal schools, but none for the common schools, they having been supported by local taxation, except the income derived from the permanent fund. But when it was found that over 98 per cent of all instruction given in the State was given to the elementary or common-school grades, the justice of giving State aid in the education of this large per cent of its future citizens was recognized and soon crystallized into law. I think we are inclined often to look upon this school-land fund as a munificent gift from the State, but this is a mistake. Governor Ramsey, in his annual message in 1880, well expresses the source of this fund. In speaking of this magnificent grant of land

by the Federal Congress he says: "It is the great gift of the nation to all the millions who are to inhabit the soil of Minnesota," and adds, "You (the legislators) are stewards in their behalf, and it devolves upon you to see that the sacred trusts involved are faithfully executed and these vast estates consecrated to education, which is the root of liberty."

During the last ten years, 1888 to 1898, two acts of legislation stand out prominently in their effect upon the growth and progress of our schools. The first, the free text-book law, optional as yet with the school authorities; but statistics presented to the last legislature show that not less than 60 per cent of all school districts are enjoying the benefits that follow the adoption of free text-books. This is felt especially in the marked increase in attendance, the increase being estimated at about 40,000 the first two years.

The other law is that authorizing and making an appropriation for summer training schools, which are taking the place largely of the institutes. Superintendents are almost unanimous in their testimony as to the benefits accruing to our schools from this law, even to the most remote districts in the State. It is said that the ability of teachers to teach is 90 per cent better than seven or eight years ago. More attention has been given these later years to improved methods of building schoolhouses with reference to ventilation, heating, and lighting; also to making them more attractive and to beautifying the surrounding grounds. While this is true in general, and especially in the larger towns and villages, it is also true that in many of the rural districts the school buildings and equipment show little improvement. We find that the enrollment of pupils has increased in round numbers from 254,000 in 1888 to 384,000 in 1898; the number of students in the university from 491 to 2,890; the number of graduates from normal schools—there being now a fourth normal at Morehead—from 120 in 1888 to 286 in 1898. The permanent school fund has increased from about \$8,000,000 to \$13,000,000, and the income from this fund from \$360,000 to \$657,000.

In passing to the last division of the subject—the present condition of our schools—let me speak first and very briefly of the material or financial basis on which our public-school system rests. You will recall that by an act of Congress in 1787, 1 section and in 1848 2 sections, 16 and 36, in each township of the Northwest Territory are to be reserved for the support of schools; also that a grant of land was made by Congress to the university, and later another grant for the support of an agricultural college. Certain restrictions were imposed in the sale of these school lands, and our own constitution provides that the principal of all funds arising from these sales shall forever be preserved inviolate and undiminished, this principal to be invested, and only the interest on such fund is to be used. These lands are controlled by the legislature, and notwithstanding some

criticisms these last few years on the conduct of this business, it does seem to have been well managed, at least when compared with the management of school lands in other States. State Auditor Dunn, in a recent article, asserts that no State in the Union has handled its school lands better than Minnesota; that the State has to-day a permanent school fund of over \$13,000,000, yet two-thirds of the lands remain to be disposed of, and there have been disbursed for educational purposes nearly \$10,000,000, the income from this fund. He shows that Oregon and Kansas, which received each the 2 sections the same as Minnesota, have both together realized only about \$9,000,000, and their lands are practically all sold. This financial statement shows that this "gift of the nation" to Minnesota was a very generous one, and she should so supplement this income by general taxation and by compulsory local taxation that no nook or corner of the State would have anything less than the best educational facilities.

Viewed from an educational standpoint, I think it must be conceded that our public schools are quite up to, if not above, the average of the States. As I have traced their growth, their weaknesses and their defects have been apparent, but a constant, healthy development can also be seen, which has reached a comparatively high standard in the graded schools of the cities and towns, but in the rural schools leaves much to be desired. The studies pursued remain about the same, but their relative values are changed somewhat. For instance, the pressure brought to bear formerly upon the "three R's" has been lifting, and there has been danger, even, that the pendulum was swinging to the other extreme; but at the present time there are indications that it is coming to a state of equilibrium. We hear quite frequently that there are too many things taught in our schools—and I have thought so myself sometimes—but I think I see that the trouble lies rather with the teacher, who does not himself understand the correct co-relation of studies, for the fact is the primal studies remain about the same.

The law of our State does not yet authorize, or make obligatory, the opening of kindergartens, but there are a few being carried on in connection with the schools. Without doubt, the work in our primary grades has been sensibly modified by the prevalence of kindergarten principles. The idea that education consists entirely of mental training is giving way, in some degree, to that broader one, of training for head, heart, and hand. The teaching of Pestalozzi and Froebel, that "the child, as a productive being, must be educated to self-activity and productive energy," is bearing fruit in what we call "manual" or "motor" training, which is found in a few schools in the State. I would there was a deeper appreciation of the educational and ethical value of industrial training in the grades, especially in the cities, where, under modern conditions of living, there seems to be literally nothing

for most children to do. Our school system is, as you can see, a very comprehensive one for those who can take advantage of it. The child may enter school at 5 or 6 years of age, pass through the primary and grammar grades into the high school—of which there are over 100 in the State—then enter the university, and finally some of the special departments of the university, as law, medicine, etc., or possibly the agricultural college, and emerge well equipped—or ought to be—for his life work. But alas, how few of the children of the State ever reach even the high school, much less the university. Then how necessary it is that the lower grades should be thoroughly equipped for doing the most possible for the child in the limited time that he is able to attend school. I am sure that you will agree with me that chief in this equipment is the teacher, and that the money expended by the State in establishing and maintaining normal and training schools for teachers is necessary and well expended. The standard for teachers has been constantly advancing, and yet it is very true that many districts in the State, especially the smaller ones, are satisfied with that which is far from the best. This is due largely to the division of the county into so many districts, and in some measure to the incompetency of county superintendents. If the principle in mechanics, that a machine is no stronger than its weakest part, hold good in our school system, then we who are strong—if there are such—should help to strengthen the weak points in this system. As in the past, this must be done mainly through legislation. We have seen the school term increased from no fixed time to three, then four, and as now, five months in the year as a condition to receiving the State apportionment. With 33 per cent of the children of the State attending school less than five months during the past year, is it not time to increase the school term to at least six months? Our compulsory education law is in many particulars a good one, but there is no adequate provision for enforcing it. To do so would require legislation providing for a school census; also for an officer whose duty would be to see to its enforcement.

I have spoken of the incompetency of county superintendents as responsible in some measure for inequalities in our schools. Is it not reasonable that one whose duty it is to pass upon the fitness, or the reverse, of one aspiring to teach, should himself be subjected to some test of fitness? If we could have a reenactment of that law in force from 1873 to 1877, requiring a county superintendent to hold a first-grade certificate from the president of the university or the State superintendent, we might then reasonably expect the standard for teachers to be about the same in all parts of the State.

One form of legislation which, in my opinion, would be more effective than any other in securing uniform excellence in our schools, is a return to the township as the unit of division, instead of the district. Then one board of trustees would have charge of all the schools in a

township; they would establish as many and no more than were necessary. As a consequence the schools would be larger, though fewer in number; not so many teachers would be required, making it possible to pay salaries sufficient to secure teachers of ability. Better school buildings and better equipment would soon follow, because of the concentration of means. Closer supervision would be possible—a township supervisor could be employed, perhaps, who in turn would confer with the county superintendent. I have been surprised at the unanimity of State superintendents in regard to this matter. With scarcely an exception, right down through our history, they have recommended, but in vain, such legislation.

The division of the State into townships for educational purposes was clearly intended by the framers of the constitution of our State. The annals of the constitutional convention in 1857 show a very spirited debate over these two words, township and district—the convention deciding in favor of the township as the unit. Those of us representing independent or special districts may not feel the need of such legislation for ourselves, do not need it, perhaps, but let us “look out, not in,” and work for any measure which will aid in bringing all our schools, city and county alike, up to the highest possible standard.

Chapter VI.

CARLETON COLLEGE, NORTHFIELD, MINN. (FOUNDED IN 1867).

Carleton College is a Christian coeducational institution, embracing a college of liberal arts, a fitting school, a school of music, and some lesser collateral departments.

The college proper is organized upon the plan of the best American colleges, having the same requisites for admission, the same studies and methods, and the same standard of scholarship, though it differs from some of them in so grouping the studies of the curriculum as to offer three four-year collegiate courses—the classical, the literary, and the scientific.

The academy connected with the college offers the usual preparatory courses, together with additional English and normal studies. It has its own principal and faculty, but is closely identified with the college in its financial management, and in its social, intellectual, and religious life.

The school of music was primarily designed to meet the wants of those students who desired to pursue some branch of musical study in connection with their preparatory or collegiate courses. But the school is equipped for the most competent instruction in vocal and instrumental music, offers a systematic course leading to a diploma, and some of its higher and more scientific studies are accepted as college electives.

The institution belongs to the class known as Christian colleges. That is, it was established under Christian auspices. It treats Christian truth as an indispensable part of human knowledge, and it aims directly at the development of moral and religious character, not as a substitute for secular learning but as its climax and the condition of its greatest value and efficiency.

Like Harvard, Yale, Dartmouth, Williams, Amherst, and many other colleges, East and West, Carleton was founded by Congregationalists; an enthusiasm for educational enterprise having always been traditional in that denomination. But, like the other colleges mentioned, it is not in the least sectarian in its spirit or its methods, nor is it in the least respect under denominational control.

The statement of these facts concerning the character and aims of the institution will serve to classify the college and prepare for an intelligible presentation of its history.

Like so many of the colleges of the West, Carleton is a product of the New England collegiate system; or, rather, it is a part of that larger system which began with Harvard in colonial times, and has extended across the continent, keeping pace with the progress of settlement from State to State, and from the Atlantic to the Pacific. The ideas which pervaded and shaped the system were sound learning, vigorous mental discipline, moral culture, the development of character, and preparation for the duties of society, of citizenship, and of practical life. And it is these ideas which the founders of Carleton College sought to embody and to realize in that institution.

INCEPTION OF THE PROJECT.

In accordance with the traditional policy of their denomination, the pioneer Congregationalists of Minnesota early began to discuss the project of founding an institution of higher learning in the new State and to make plans for its accomplishment.

Many strong reasons constrained them to undertake such an enterprise. As patriots, they desired to introduce a force that had done so much to mold the character and the institutions of the nation. As Christians, they wished to secure an agency which they regarded as indispensable to an aggressive Christianity.

It was demanded by the time and the situation. Minnesota was a State of imperial extent, and other empires were opening around it and beyond it. It was rapidly filling with a population drawn from various parts of our own country and from various countries of Europe. Of this population some felt the lack of educational privileges for their children as the severest hardship of emigration. Others, unconscious of the lack, were in still greater need of such influences. To correct false notions, to unify diverse elements, to fit a new generation of citizens for their duties, to mold the institutions and direct the enterprise of the State liberal education was demanded, and no education was deemed adequate but Christian education.

A Minnesota college was seen to be needed. There were colleges in other States, more or less remote, but they were practically inaccessible to a large proportion of the young people of Minnesota who desired their advantages. Nor was it enough to supply an existing demand for higher education. The demand needed to be created, and this could be done only by the presence of the college among the people, asserting itself as a present fact and power.

It was in view of these considerations that Carleton College was founded. To whom belongs the honor of first conceiving the plan it is impossible to say. Many different persons, ministers and laymen, seem to have been simultaneously moved to entertain the project. Mr. C. M. Goodsell, a citizen of Northfield, had been led to feel a very deep interest in the cause of Christian education, had come to the State with the definite purpose of founding a Christian college



WILLIS HALL, CARLETON COLLEGE.

within its bounds, had chosen his place of residence with reference to the probable location of such a college, and made self-denying plans to promote it with his means and his efforts. These plans he prosecuted zealously so long as he lived.

Many of the pioneer ministers were at the same time thinking and consulting about the same thing. Among those whose names are associated with the initial steps in the undertaking are Rev. Charles Seccombe, the founder and first pastor of the First Congregational Church of Minneapolis, then St. Anthony; Rev. Richard Hall, the first superintendent of Home Missions in the State; Rev. David Burt, afterwards superintendent of schools; Rev. Edward Brown, a cousin of John Brown; Rev. Charles Shedd, and many others.

They proceeded with great caution, not acting upon their own responsibility, individual or collective, but seeking to interest the churches in the movement.

The time was not favorable to the success of such a project. The State was but 6 years old. The population was scattered. There were but 61 Congregational Churches in the State, and they were small and poor, containing in the aggregate less than 2,000 members, and most of them dependent wholly or in part upon missionary aid. Some of them had sent almost their entire male membership to the war, and all had been crippled by it, in numbers and in resources.

These 61 churches, together with 7 in western Wisconsin, were united, according to the usual Congregational custom, in an organization called the General Conference of Minnesota, meeting once a year for the consideration of matters of interest to the churches, but having no ecclesiastical authority over them, each church being represented by its pastor and one lay delegate. This was the body in which the effort to establish a college took definite form, and under whose auspices Carleton College was ultimately founded.

FIRST OFFICIAL ACTION.

At the annual meeting of the conference in Rochester, on October 13, 1864, the following resolution was adopted:

Resolved, That a committee of laymen be raised to inquire what can be done toward founding a college in this State for our denomination, and to report to the conference next year.

This is the first recorded official action with reference to what afterwards received the name of Carleton College. Mr. C. M. Goodsell, already alluded to as one of the originators of the movement, was made chairman of the committee appointed under the above resolution.

At the next meeting of the conference, held in Minneapolis in October, 1865, Mr. Goodsell reported that Northfield was ready to give 10 acres of ground, worth \$1,000, and \$7,000 in cash; and he recommended that other towns be invited to consider the matter and to

make bids in competition for the site of the proposed college. The recommendation was adopted, and a committee of seven was appointed to carry it into effect.

The committee issued a circular letter to such of the churches, 20 in number, as were located in towns believed to possess advantages favorable to the proposed enterprise, calling attention to it, and inviting "friends of learning" in the localities addressed to make such propositions as they might see fit in the form of "a written and responsible proposal," embracing answers to five definite questions, as to land and cash donations, terms, title, etc.

The project was regarded with interest and favor in several of the towns concerned, not only by the local churches but by the citizens at large. Zumbrota offered \$1,000 in cash, \$2,000 in stock, and a valuable site. Mantorville offered \$6,000 and a choice of two sites. Cottage Grove offered \$10,000 and a choice of three sites. Lake City offered \$20,000 and a 10-acre site. Northfield offered \$14,000, subsequently increased to \$18,000, and 15 acres of land, subsequently increased to 20 acres.

NORTHFIELD CHOSEN.

The committee visited these several towns, carefully studied their respective advantages, and at the annual conference, held at Faribault in October, 1866, reported in favor of Northfield, for reasons which they set forth in detail.

The report was unanimously adopted, and the conference pledged to the proposed college "their sympathies, their prayers, and their united influence in all practicable ways to build it up and make it a success and a blessing to our State and to the world."

A board of trustees, consisting of twelve prominent ministers and laymen from various parts of the State, was then elected. The trustees were instructed to adopt as one of their articles of incorporation that three-fourths of the members of the board shall always be members of Congregational Churches in connection with the conference or members of the conference, and that the board have power thereafter to fill its own vacancies. The name chosen for the new institution was Northfield College. The conference pledged it \$10,000, to be collected among the churches during the ensuing year, "as tangible evidence of the interest we feel in this great work."

The foregoing facts define precisely the relation of the college to the churches. They regarded the enterprise as one whose aims were directly in the line of their own endeavor. They gave it earnest consideration and support. They elected its first board of trustees, and gave it its initial impulse and bias; but they had no intention of undertaking its supervision. Having assisted in getting it into organized condition, they wisely withdrew from further interference with its affairs, and its control was assumed by the board of trustees.

Articles of incorporation were adopted, signed, and filed according to due forms of law, and the board became an independent and self-perpetuating body.

Rev. Charles Seccombe, above referred to as one of the first to promote the enterprise, was chosen its financial agent, and entered at once upon the work of collecting funds for the support of the new institution.

The first step taken in its educational work was the organization of

THE PREPARATORY DEPARTMENT,

for, owing to the lack of high schools and academies where students could be prepared for college, it was necessary for the institution to provide such training under its own direction, as has been the case with most of the colleges of the West at a corresponding stage in their development.

A building formerly occupied as a hotel was purchased and fitted up for school purposes, and there, in September, 1867, the preparatory department was opened. Mr. Horace Goodhue, jr., a recent graduate of Dartmouth College and now professor of Greek and dean of the college faculty, was elected principal, a position which he continued to hold for more than twenty years.

While the Congregational Churches of the State did not hold the college responsible to them, they held themselves responsible for its support and its success. They contributed to its treasury, appointed committees to visit it in their behalf, and made the reports of its officers and visitors a regular part of the business of the annual conference.

At the meeting in St. Cloud, in October, 1867, subscriptions to the amount of \$11,000 were reported, and the record of the year was in every way encouraging. The details of the financial secretary's report furnished affecting evidence of the hold which the college already had on the hearts of the church membership. Much of the money was given in small sums, but at the cost of great self-denial. Churches that were struggling for existence yet insisted upon making contributions to the college. One church that was worshiping in a grove for want of any building in which to hold its services gave a hundred dollars. Among the mementos of that first canvass are two silver half-dollars given by a young girl who had received them as gifts in childhood and had brought them with her from her Massachusetts home. They are now among the cherished treasures of the college, having been redeemed at many times their value by a generous donor.

The records of that conference plainly show that the college was the most prominent object of attention before the body. Speeches were made, votes and resolutions were passed, expressing deep interest in the college, pledging it anew the support of the churches, and

urging the trustees "to push the enterprise vigorously and promptly forward to a fully developed college."

The following year, which was the first year of the actual existence of the institution, was one of great interest in its history, though of small beginnings in its educational work. The coeducational system had been adopted from the beginning, and all the advantages of the institution were offered, as they have always continued to be offered, on equal terms to men and to women and to students of any race or religious belief. The number of those who availed themselves of these opportunities was not large, but it was encouraging, and it increased from term to term. So much of the small building as was not needed for recitation rooms was devoted to dormitory purposes and to the boarding department, neither of which was sufficient to meet the demand.

During this initial year a revival of religion occurred, the first in a series of similar occurrences that have constituted one of the characteristic features of the institution.

The year was also one of great financial embarrassment. Collections were slow and insufficient. The teachers' salaries were in arrears, and the needed increase in the number of teachers could not be made. These facts formed the staple of the report made to the next annual conference, at Austin, in October, 1868. The visiting committee commended the teachers and the work done, but urged the need of more teachers, of better accommodations, and of "the prayers, the fostering care, the sympathy, and the support of all the churches."

The conference responded in corresponding terms, expressed its gratification at the progress made, urged the trustees to proceed with the new building already begun, and promised the means necessary for its completion and for the current expenses to the amount of at least \$10,000, and invited a canvass of the churches to secure the amount.

The second year in the history of the institution repeated both the encouragements and discouragements of the first. The Rev. Charles Seccombe was appointed a teacher, with the title of "senior professor." The new building advanced no farther than the laying of the foundations and the cornerstone. The annual conference at Owatonna, in October, 1869, again listened to reports of great opportunities and meager resources, and again passed voluminous resolutions of approbation, sympathy, and counsel.

During the next year Professor Seccombe once more took the field as financial agent and made another canvass for funds. But though he labored with zeal and enthusiasm his appeals did not meet an adequate response, and in the following June he resigned his office and his professorship. The treasury was empty. The teachers' salaries were in arrears. Students were not numerous. Mr. Goodsell, the self-sacrificing friend of the college, had died early in 1869, believing

the enterprise upon which he had set his heart to be a failure. Other friends of the institution were equally discouraged, and the abandonment of the enterprise was seriously discussed.

The trustees saw but one chance of saving the institution. If they could secure the right man as its president, it might survive its difficulties and be placed on a sound and prosperous basis.

The right man was not easy to find, and when found he could be offered little inducement to accept the position except the opportunity for heroic labors with doubtful success. The choice finally fell upon Rev. James W. Strong, pastor of the Plymouth Congregational Church, of Faribault. He had been a trustee of the college from its beginning, and was one of its warmest and most judicious friends. He was also believed to possess peculiar qualifications for the position. Singularly enough, during the very week that the offer came to him, and before he had any suspicion that it was impending, he had decided to resign his pastorate. He had, however, given no intimation of such a purpose, nor had the college trustees any reason to suppose that it was in his mind.

After careful deliberation and no little hesitation, Mr. Strong accepted the appointment at a meeting of the board of trustees held in connection with the annual conference at Northfield on the 13th of October, 1870. The announcement was hailed with joy, and the tide of a new enthusiasm for the college began to rise.

The president-elect at once entered upon the chief duty of his office—that of raising money for the institution. On the day of his election he secured pledges for \$6,000. Before noon the next day the amount had been increased to \$10,000.

In the afternoon the conference, with its usual regard for the interests of the college, put all other business aside and devoted the entire session to exercises appropriate to the inauguration of the president, listening to his impromptu inaugural address, considering the interests involved in the new departure, and, at last, spontaneously taking up the work of contribution.

The greatest enthusiasm prevailed. Gift followed gift, in most cases out of all proportion to the wealth of the givers, and the overflow of feeling expressed itself in songs, speeches, and prayers.

Rev. William Barrows, D. D., of Boston, secretary of the Congregational Publishing Society, who was present in his official capacity, thus describes the occasion:*

It was a wonderful meeting. Men prayed that that borderland not far from wigwags might be dedicated to Christian learning. Then remarks grew out of the prayers—that they must raise up on the ground the ministry and the intelligent and virtuous merchants, farmers, and mechanics that the new country needed. Some one mentioned the beginning, right among the Indians, of old Harvard and Dartmouth. We of the East were amazed at the broad views, long fore-castings, and exuberant benevolence of these men and women of the prairies.

*Story of Carleton College.

Thirty-seven donations were made. The miscellany of donors was typical of a wide interest. Four of them were women, 2 of them were families, 17 of them were ministers and mostly missionaries. One man, with choked utterance, pledged \$20 for his boy in heaven who had died in the Army. One missionary who had no money offered a colt, which was entered at \$40. A young missionary pledged \$35 out of his scanty salary. Just over the river from his hired log parsonage was the Indian. He said the logs, shy of each other, left the cabin well ventilated, and the puncheon floor yawned with cracks; but neither he nor his young wife had any jewelry to lose though, and his four chairs were stout and good, if they were borrowed; and as he would never have another chance so favorable to found a college, he must take part. When the meeting opened the total property of the institution was estimated at \$15,000, and the subscriptions of that afternoon were \$16,446. True, that would easily disappear in the artistic finish and furniture of a room or two in some Eastern hall of learning; but it went far toward putting already hundreds, and by and by thousands, of youth well trained in letters, the sciences, and morals into our new and gigantic West. I doubt whether any \$16,000 donated to learning east of the Alleghenies since 1870 can show one-fifth of the fruit. We of the East, who travel more among the old cities of Europe than among the new and growing ones of the United States, are not aware where educational investments are yielding the greatest harvests. The notes I made at the time remind one of the pounds and pence, pecks of corn, sheep and pewter plates, sugar spoons and salt cups, Hebrew Bibles and Latin commentaries that President Quincy mentions in his history of Harvard College as among the foundation gifts to that noble institution. He says of Harvard, and you may read Carleton between the lines if you will:

"The poor emigrant struggling for subsistence, almost homeless, in a manner defenseless, is giving according to his means toward establishing for learning a resting place and for science a fixed habitation on the borders of the wilderness. * * * No rank, no order of men is unrepresented in this great crusade against ignorance and infidelity."

Rev. Ray Palmer, D. D., of New York, secretary of the American Congregational Union, and Rev. A. H. Clapp, D. D., secretary of the American Home Missionary Society, were also present, and, like Dr. Barrows, gave both counsel and money at this crisis of the new institution. There were also gifts from students and from the parents of students.

It was this direct connection between the college and the membership of the churches, and this self-denying effort to aid it, which gave it the place it had at the outset, and still has, in the affections of its constituents. The scraps of paper of every kind and size on which the pledges were written on that memorable day are carefully cherished among the archives of the institution. This meeting was the turning point in the history of the college and has been fittingly termed its "second birth."

The conference adopted resolutions approving the election of President Strong; recognizing the providence of God in opening the way; pledging him and his associates the interest and cooperation of the churches; recommending special offerings for the college, and systematic giving to it by every member of every church connected with the conference, and urging both ministers and churches "to use all possible means to secure students for the college."



GRIDLEY HALL, CARLETON COLLEGE.

FIRST COLLEGE CLASSES.

The same year, 1870, which saw the institution reorganized and freshly inspired under the direction of its new president, saw also the opening of its collegiate department, with 1 sophomore and 5 freshmen. There were at the same time 40 in the preparatory classes and 64 in the English, making a total enrollment during the year of 110, though the largest number present at any one time was 59. The faculty consisted of 5 persons, including the teacher of music, and as the president's duties were chiefly financial, the work of academic instruction devolved mainly upon 3 persons.

AID FROM THE EAST.

Thus far the outlay involved in the establishment and maintenance of the college had been borne by its friends in Minnesota. But though they had given to the extent of their ability and beyond any reasonable requirement, and were willing to make further sacrifices for the institution that was so dear to them, it was quite impossible for them to provide adequately for even its most pressing needs, to say nothing of needs that were prospective and probable. To meet these larger demands, therefore, it was necessary to appeal to the more wealthy friends of Christian education at the East. This had long been, for similar reasons, the invariable resort of all the new colleges of the West. It was understood and admitted without question that such institutions could succeed in no other way, and appeals for them were expected, as a matter of course, among the churches of New England.

The better to systematize and direct this branch of beneficence, the Congregational churches of the United States had formed, in 1843, what was called the Society for the Promotion of Collegiate and Theological Education at the West. The indorsement of the society was esteemed important in securing to any institution the contributions of Eastern Congregationalists, and such indorsement was given to those institutions only which were believed to be imperatively needed and which gave promise of permanence and success.

For the purpose of securing a place for Northfield College on the list of institutions approved by this society President Strong visited the East soon after his election to office. But owing to the recent death of its secretary the society was not at the time in a condition to entertain such a proposition, and President Strong's journey seemed to be in vain.

He had, however, a letter of introduction from Rev. A. K. Packard, of Anoka, Minn., president of the board of trustees, to his father-in-law, Mr. William Carleton, a business man of Boston, residing in Charlestown, Mass. Mr. Carleton received the president cordially and became at once interested in the college, and a warm personal

friendship sprang up between the two men. The first fruit of this interest was a gift of \$1,800 from Mr. Carleton and Miss Susan Willis, then a member of his family, and afterwards his wife. The sum was contributed toward the current expenses of the college and afforded a most timely relief.

Not long after this President Strong encountered, in Hartford, Conn., a serious and almost fatal accident. The gentleman riding in the carriage with him was killed, and the president was reported to have been killed. Such an announcement was publicly made in the Boston churches, and, among others, in the Winthrop Church, of Charlestown, of which Mr. Carleton was a member and in which, at his request, Mr. Strong had preached on the two preceding Sabbaths.

Contrary to expectation, however, Mr. Strong recovered, and was able in a few months to resume his labors in behalf of the college. Moreover, the seeming disaster proved in the highest degree fortunate. Mr. Carleton's sympathy with the college in what he had at first believed to be the loss of its president, and his gratefulness for the recovery of the injured man, greatly increased his interest in the institution and ultimately resulted in his giving to it its first large donation, of \$50,000. In recognition of this donation, then the largest single gift that any western college had ever received, the donor's name was given to the institution, which thenceforth became Carleton College.

In June, 1871, President Strong again went East to present the claims of the institution to the College Society. The application was successful, and the college was placed upon the list of those that were commended to the attention and the generosity of the friends of Christian learning. This certification of its worthiness was a significant and valuable credential, though the college never received any donations directly from or through the treasury of the society.

At the annual conference held at St. Anthony in October, 1871, that body showed in many ways its appreciation of the brighter outlook and its complete identification with the interests of the college. The visiting committee made a commendatory report, certifying to the high quality of the educational work done and to its results "in scholarship and in personal culture on the part of such as had been in attendance during the year." Resolutions were adopted rejoicing in the prosperity of the college, in the preservation of the president, and in the munificent gift of Mr. Carleton. "In behalf of our churches in Minnesota," say the resolutions, "we promise to make its interests our interests, to bear it upon our hearts, and, as the Lord shall prosper us, to give for it our prayers, our money, and our students."

The following year was one of substantial progress in many directions. The number of students increased; new instructors were added to the faculty; the president visited a number of the churches

and secured from them pledges to the amount of \$8,000; other donations were also received, including a gift of \$5,000 from Mr. Carleton, and a valuable cabinet as a memorial of Rev. William H. Dunning. Ladies' Hall, as the original college building was now called, was refurnished.

WILLIS HALL.

The new building, so long in process of construction, was completed and occupied. It was a substantial stone structure 60 feet square and three stories high, and contained the recitation rooms, the chapel, the library, the cabinet, and, in the third story, a few dormitory rooms for gentlemen. The building cost between \$28,000 and \$29,000. In recognition of a timely gift of \$10,000 from Miss Susan Willis, afterwards Mrs. Carleton, the building was named Willis Hall. It was dedicated, with appropriate exercises, on the 19th of December, 1872.

At the annual conference held at Lake City in October, 1872, President Strong, in making his report to the body, presented the following statement of the financial condition of the college—a remarkable showing for a frontier institution entirely dependent upon private donations five years after its establishment and only two years after the opening of its collegiate department:

Finances, October, 1872.

Endowment	\$61,000
Buildings and real estate	48,464
Bills receivable	5,948
Furniture account	1,965
Cabinet (estimated)	1,000
Library	500
Chemical apparatus	760
Notes and pledges	12,504
Total	137,236
Deduct indebtedness	16,314
Balance	110,922

Receipts from October 15, 1871, to October 8, 1872.

Increase of endowment fund	\$7,750
Interest on endowment fund	5,453
Cash donations	4,869
Tuition, etc.	2,888
Total	20,960

The record of the next three or four years is somewhat similar. The college made steady progress in all respects. The number of students increased; the teaching force was enlarged; new apparatus and facilities for study were provided. All this involved increased expenditures, which were met by generous gifts at home and abroad.

The president was almost continually engaged in the effort to secure the needed funds and with encouraging success. His reports from year to year showed that on the one hand the receipts exceeded the augmenting expenditures and that on the other the demand for further enlargement was imperative. The reports of the visiting committees resembled those of their predecessors in their expression of emphatic commendation, and the conference continued its interest in the college and repeated each year its resolutions of indorsement and its pledges of cooperation. Donations were received from time to time of books, cabinet specimens, physical and mathematical apparatus, and other items of equipment. Prof. Charles L. Ives, of Yale College, gave a bell for Willis Hall. Special funds began to be created for the aid of indigent students.

Among the plans in which the conference of churches took an especial interest was that for the endowment of a professorship of natural sciences. For three successive years the matter was agitated in the annual meetings, and a special committee was appointed and reappointed to urge the matter upon the attention of the churches. Finally, in the autumn of 1875, the friends of the college in Northfield pledged \$7,000, on condition that \$13,000 more be raised before January 1, 1876.

Though it was then the last quarter of the year and the attempt was pronounced wild and useless, President Strong undertook the task. After a hard campaign and apparently the exhaustion of every available resource he returned home on the 30th of December with pledges to the full amount required. But at the moment of seeming success a telegram came revoking a \$1,000 subscription. This seemed to doom the whole effort to failure, as there was apparently neither time nor resource for making good the deficiency. But again the friends of the college came to the rescue, and January 1, 1876, saw the entire amount pledged, with a surplus of \$400. Northfield had given nearly 39 per cent of the amount raised and more than any other three towns in the State. The chair thus provided for was immediately filled by the appointment of Dr. Lyman B. Sperry as professor of physical science.

DEATHS OF CARLETON'S FRIENDS.

The college catalogue of 1876-77 contains obituary notices of two gentlemen whose connection with the college had been such as to make their deaths a significant part of its history. On the 7th of September Mr. Joseph Lee Heywood, treasurer of the college, and at the time the acting cashier of the First National Bank of Northfield, was murdered at his post in the bank by the James-Younger band of robbers for refusing to open the safe for them at the time of their notorious raid upon the bank. His brave conduct was an object lesson



GOODSELL OBSERVATORY, CARLETON COLLEGE.

beyond all estimation, and made him a hero and "fidelity to trust" a watchword to a whole generation of young men. The college erected a memorial tablet in his honor, and has ever held him in affectionate remembrance.

On the 5th of the following December, in the eightieth year of his age, occurred the death of Mr. William Carleton, in honor of whom the college was named. He was a native of Haverhill, Mass., where he learned the tinner's trade. He removed to Charlestown when he was 21. A few years later he opened a small shop in Boston for the manufacture of hand lamps, and ultimately developed a business in the manufacture of lamps, chandeliers, and gas fixtures, giving employment to 300 men. His beneficence increased with his wealth, and embraced a wide range of objects, including Carleton College. Besides his gift of \$50,000, other donations from him and from other members of the family raised the aggregate to nearly \$70,000.

The most important event of the year 1878 was the erection of an astronomical observatory, under the direction of Prof. W. W. Payne, who has since brought that department to such a condition of prominence and efficiency. The observatory was furnished with a Clark equatorial telescope of 10½ feet focal length and 8½ inches aperture, and with other astronomical, chronological, and meteorological apparatus. It was immediately put into telegraphic connection with the railroads of the State and those adjoining, and its time, sent daily to the various lines, was made, as it has ever since continued to be, the standard time for the railway system of the Northwest.

THE FIRE.

The year 1879 brought another proof of the fact, often exemplified in the history of the college, that its path to prosperity was "through the gateway of disaster." On the 23d of December Willis Hall, the main college building, with the more valuable part of the library, nearly all of the cabinet, and part of the scientific apparatus, was destroyed by fire.

The loss seemed irreparable and well-nigh fatal to the institution; but it proved to be in the highest degree fortunate and helpful. The fire occurred during the holiday vacation. Temporary quarters were secured for the various uses of the college, the students returned with increased loyalty and enthusiasm at the beginning of the term, and not a recitation was lost on account of the fire. The walls of the building were found to be but slightly injured, so that the insurance money was sufficient to rebuild it, and a slight additional expenditure made it better than before.

The fire attracted attention to the college, awakened a wide sympathy, East and West, and was the occasion of generous donations, giving a new impulse to the institution and inaugurating for it a new

era of prosperity. Among the gifts thus brought to its treasury was one of \$10,000 from Mrs. Valeria G. Stone, of Malden, Mass., and one of \$5,000 from a lady in Chicago.

At the annual conference, held in Northfield in October, 1880, a special service was devoted to the college in view of its recent losses and gains and in commemoration of the tenth year since the opening of its collegiate department. An extended report was given by President Strong, addresses were made by prominent friends of the college, and resolutions of gratitude and congratulation were adopted.

During the following year, 1880, another result of the new impulse of the college appeared in the erection of a building for the department of natural science. Its cost, about \$12,000, was provided for by a gift from Dr. Edward H. Williams, of Philadelphia, as a memorial of his son, William Williams, for whom it was named *Williams Hall*. It contains the chemical, physical, and biological laboratories, the cabinets of mineralogy and natural history, and the recitation rooms of the classes in the corresponding departments.

In the same year, 1880, were laid the foundations of a new ladies' hall, which was not, however, ready for occupancy until January, 1883. It was built of cream-colored brick, was 200 feet long, with wings 100 feet deep, and had three stories and a basement. Its cost was nearly \$70,000. It was designed especially for the woman's department of the college. It afforded accommodations for all the lady teachers and for about 100 lady students, and furnished table board at cost, not only to its occupants but to such of the gentlemen students as chose to take their meals in its ample dining room. It was named *Gridley Hall*, in honor of the late Eber Gridley, esq., of Hartford, Conn., whose bequest provided in part for its cost. Its exterior is attractive and its internal arrangements are complete and pleasant. In its office are held the meetings of the faculty, and in its parlors the college and the town meet for mutual acquaintance in the monthly receptions which form a pleasing feature of Northfield social life.

The paradox of prosperity through calamity had been repeatedly exemplified in the history of the college. Another paradox was now to become even more conspicuous—that of embarrassment through prosperity. The fresh impulse given to the institution brought a greatly increased attendance; this in turn called for further increase in the number of teachers and in the various facilities for instruction. The new buildings, so generously provided, must be furnished, warmed, insured, cared for, and kept in repair. All this added greatly to the current expenses. At the same time, the current rate of interest was diminishing from year to year, thus reducing the amount received from the inadequate invested funds.

THE \$200,000 FUND.

To meet this discrepancy between increasing expenditures and decreasing income, it was decided, in 1884, to make an effort to raise the sum of \$200,000 for additional endowment. At the meeting at which the trustees decided upon this action, one-fourth of the amount was subscribed by members of the board, leaving \$150,000 to be secured in the usual way, that is, through the personal efforts of the president.

Various causes, general and special, combined to postpone the effort for a time, but it was taken up as soon as practicable, and prosecuted with such diligence and such success that in April, 1887, the full amount of \$200,000 had been pledged. The consummation of this movement created great enthusiasm among the friends of the college, especially among the students, who celebrated the event with bonfires, illuminations, a torch-light procession, and other demonstrations. Meantime, another greatly-needed building was in process of construction—a new observatory. The astronomical department had, from its inauguration in 1878, been a prominent feature of the institution. Its telescope was then the best instrument of its kind north-west of Madison, Wis., and its other equipments were proportionally excellent. Besides furnishing standard time daily to many thousands of miles of railway, it was made a signal station in the State and national weather service. In 1882 Prof. W. W. Payne, the director of the observatory, began the publication of the *Sidereal Messenger*, which gained a wide circulation and reputation, both in this country and in Europe, and was for some time the only magazine in America exclusively devoted to astronomy. The increasing importance of this department soon made the original building and instruments inadequate to its wants. In 1887 a new observatory was erected, a handsome building of red pressed brick with stone trimmings, 100 feet long by 80 feet wide, and a model of completeness and convenience. It has two steel revolving domes, one 17 feet in diameter and one 30. In the former the 8-inch telescope was placed and fitted with appliances especially adapted to the work of stellar photography. In the other was placed a new equatorial telescope, of 16.2 inches clear aperture and 22 feet focal length, the gift of Dr. E. H. Williams, of Philadelphia, the donor of Williams Hall.

This telescope was then (1891) the sixth in the United States in size and the fifth in power, while in its workmanship, its mountings, and its supply of every quality and appliance that the highest art of telescopic construction could produce it was second to none. Besides these two telescopes and other valuable instruments, the observatory contains a Repsold meridian circle, costing \$5,000, the gift of Mr. J. J. Hill, of St. Paul, and an instrument of exceptional excellence. It has also an astronomical and mathematical library of 1,800 volumes.

The observatory was dedicated on the 11th of June, 1891, with addresses by Dr. H. S. Hastings, of Yale University, who furnished the formulæ for the lens, and by other distinguished visitors. It was named "the Goodsell Observatory of Carleton College," in honor of Mr. C. M. Goodsell, already referred to as so intimately connected with the founding of the college.

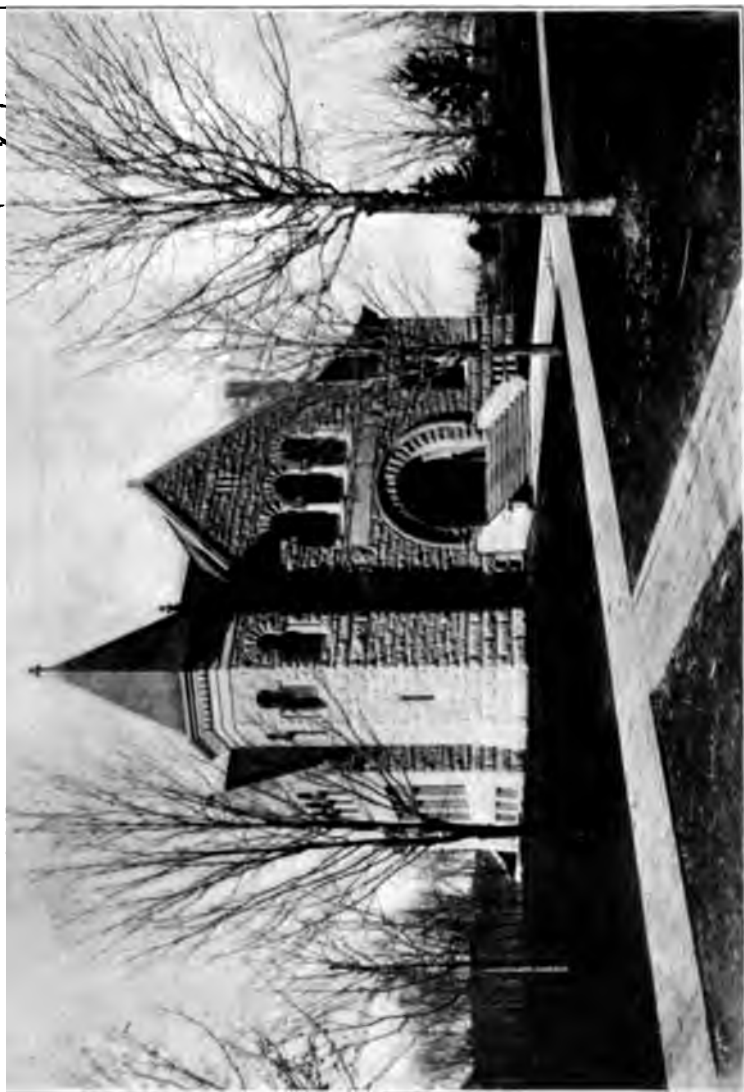
In 1892 the name of the "Sidereal Messenger" was changed to "Astronomy and Astro-Physics," and Prof. George E. Hale, then of the Kenwood Observatory, Chicago, became an associate editor. Three years later it was transferred to the Chicago University, with which Professor Hale had become connected. Meantime another publication, called "Popular Astronomy," was begun at the Carleton observatory, and is still regularly published as a monthly astronomical journal.

The observatory has also issued a number of permanent publications, among which are a set of reduction tables, the determination of several longitudes, and a catalogue of the exact places of 644 "comparison stars." It is constantly engaged in important original work under Dr. H. C. Wilson, the assistant professor of astronomy, who has also made a specialty of celestial photography, including the preparation of lantern slides which are in constant demand in other observatories, far and near.

THE QUARTER-CENTENNIAL.

The year 1895 completed the first quarter century of the collegiate department and of the presidency of Dr. Strong. This made the year a notable one, and largely affected college events, especially those of the commencement season. For many months the faculty had been making strenuous efforts to secure the post-office addresses of all former students, and had sent out letters of inquiry and of salutation, reminding the recipients of the approaching anniversary and urging them to be present. The message was quite generally responded to, both by letter and in person. A large number of former students were present, including many members of the early classes. Their presence gave a unique interest to all the exercises of the week.

On Sunday morning, in place of the usual baccalaureate sermon, the president gave an historical address, presenting a brief review of the origin, aims, and achievements of the college. In the evening a series of addresses was given, chiefly by former students, pertaining to the various departments and aspects of the college. On commencement day, in addition to the usual graduating orations, addresses appropriate to the occasion were given by representatives of the alumni, the faculty, the board of trustees, and other educational institutions. At the meeting of the board of trustees President Strong tendered his resignation, but the board unanimously refused to accept it, and passed resolutions of unabated appreciation and confidence.



SCOVILLE MEMORIAL LIBRARY. CARLETON COLLEGE.

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SCOVILLE MEMORIAL LIBRARY.

In 1896, through the generosity of the late Mr. James W. Scoville, of Chicago, and his family, the college library, which had never been properly housed, was provided with a fine fireproof building. Mr. Scoville had intended to erect the building during his lifetime, and had partially completed arrangements for doing so when his sudden death interrupted the project. But though it was not provided for in his will, his widow, Mrs. Mary A. Scoville, and his son, Mr. C. B. Scoville, scrupulously carried out the plan of the intended donor and named it in his memory. It is built of Karota stone, a buff limestone, in Romanesque style, and is attractive without and convenient within. It has sufficient capacity for 80,000 volumes, and contains ample reading rooms, offices, etc. The corner stone was laid on the 10th of June, 1896, and the formal opening took place on the 6th of the following November. The library contained in February, 1898, about 15,000 volumes, including the mathematical library of 1,800.

PRESENT STATUS OF THE COLLEGE.

A few facts concerning existing conditions will best indicate the progress made during the thirty years embraced in this history.

The college has seven buildings devoted to its various uses—an observatory, a gymnasium, a music hall, a library, two buildings used for general educational purposes, one ladies' dormitory, one boarding hall, and two dormitory cottages, also for ladies. Its campus embraces more than 50 acres. The campus and buildings are valued at \$200,000; the library apparatus and cabinets at \$60,000; the endowment funds at \$300,000; making a total of \$560,000, as against \$401,000 in 1887, \$175,000 in 1877, and \$30,000 in 1867.

Its finances are managed by 24 trustees, 6 of whom go out of office each year. Its faculty consists of 12 regular professors, the principal and the preceptress of the academy, the director of the school of music, and 7 other teachers—21 in all—besides a number of graduate and undergraduate assistants. The attendance is about 150 in the collegiate department, 100 in the academy, and 30 in the collateral departments. In the college the number steadily increases from year to year. In the academy there is a slight falling off, as high schools and academies increase in the State and students find satisfactory provision for preparatory studies nearer home. Of the 250 students in these two departments about one-half are ladies. The collegiate department has doubled in eight years. Two-thirds of the students are from Minnesota, one-third from other States, including Maine, New York, North Carolina, Alabama, Utah, and Washington.

The alumni of the college number about 250. Of these 15 hold college positions in this country; 26 are clergymen; 22 are lawyers; 15 are physicians; 27 are business men; 13 are foreign missionaries, most

of whom are engaged in educational work; 65 are engaged in public school work in this country as teachers, principals, and superintendents; 2 are college presidents.

Of the almost 3,000 who have been connected with the institution, but did not complete a college course, it is not possible to give exact statistics. They are widely scattered and are reaping the benefit of their Carleton training in various callings and spheres of usefulness. The college has much reason to be proud of its children and of their loyalty to their alma mater. They constitute its best credentials of character and of efficiency; and they constitute its real history, a history that can not be related in narrative form, but that is writing itself day by day in individual lives and in public events and institutions. Judged by this record, Carleton College is accomplishing the purposes for which it was founded, in training the minds and molding the character of some of the most influential among the rising generation.*

*The years 1899 and 1900 were signalized by another successful effort to increase the endowment of the college, \$150,000 being raised, \$50,000 of it given by Dr. D. K. Pearsons, of Chicago, upon condition that the balance be secured within a specified time. In 1902 the college had ten buildings and about 65 acres of campus.

CHAPTER VII.

HAMLIN UNIVERSITY, ST. PAUL.

By Prof. E. F. MEARKLE and HENRY L. OSBORN.*

By the system of government of the Methodist Episcopal Church the United States is divided into several districts called "conferences," within which affairs are managed by local officers in a manner similar to that of States. The ministers belonging to a conference meet in legislative body, subordinate only to the national representative conference, in which is vested the control of the affairs of the church as a whole; and their official connection is with the conference to which they belong, and not with the general church. Pastors for churches within a certain conference are chosen from among those belonging thereto, a minister changing his residence only by special sanction of his conference. In this the Methodist Church differs essentially from other churches with an episcopal organization, whose ministry is more mobile because more power over the lives and labors of its individual members is placed in the hands of the central authority. Bearing in mind that the division into conferences is with reference to population and along territorial lines, it will be seen that with its system of church management exceptional facilities for education are necessary in order for this church to do its part toward the enlightenment and reformation of society.

An educated ministry is a necessity; but where the ministers are chosen from among a people poor, laborious, and dependent for a livelihood on the uncertain returns of constant toil, education must be brought to their doors. They can not go in search of it.

In the early days of Methodism in the United States the alternative was accepted; ministers were provided by natural selection from among the sturdy pioneers who went west to a country much younger

* All the earlier history in this account was compiled by Professor Mearkle and written for a report which was to have appeared several years ago. That article has been embodied in this and the sketch of the current condition of the College of Liberal Arts added by H. L. Osborn. The account of the Medical College is by its dean, Leo F. Crafts, M. D.—H. L. O.

than themselves; the man who preached the Gospel to them on Sunday might be the one who had shod their horses on Saturday. People were converted and little Methodist churches were built, each becoming the nucleus of a civilization as genuine as it was unconventional.

In 1849 Minnesota was organized as a Territory. There were then a few small village schools, opened by missionaries of the various denominations, for the instruction in reading and writing of such Indians as took readily to these refinements of Christian civilization; but there was as yet no provision for higher education. However, the need of a higher grade of schools soon made itself felt, alike to the friends of education in the churches and to the Territorial legislature.

FOUNDATION.

The Methodist Church was the first to move in the matter. As early as 1850 there began to be talk of organizing an academy or seminary, but before any decided action had been taken the project had grown to the dimensions of a university. Application for a charter was made and in 1854 a charter for a university was granted by the legislature, and Bishop Leonidas Hamline gave an endowment of \$25,000, placing the institution on a financial basis. The new university was incorporated under the name of The Trustees of the Hamline University of Minnesota, this name being adopted in honor of its founder and to distinguish it from other institutions which might receive the name of Bishop Hamline, who had given at the same time a like amount to endow a college in Iowa.

The legislature being eager to have educational institutions established in the Territory was disposed to grant a liberal charter. The property of the corporation was forever exempted from taxation, but local influence secured a provision in the charter fixing the location of the institution on the Mississippi River between St. Paul and Lake Pepin.*

Red Wing, then a straggling river town with a sparsely settled country back of it, was selected as the site. In 1849 Red Wing's Village, as it was then called, had a population of 305, the 300 being Sioux Indians, and the 5 being 2 missionaries sent out by the American Board of Foreign Missions, with the wife and child of one and the Government farmer. The Indians lived in bark huts scattered over a small portion of the present city.^b

Pursuant to the terms of a treaty, when the grass grew in the spring of 1853 the Indians vacated the town. The white inhabitants then numbered 20. In November of the following year the school

* A provision afterwards modified so as to permit removal to its present site, in the city of St. Paul.

^b C. Holart, History of Methodism in Minnesota.

was opened for academic work, with only one or two teachers and an attendance of probably about sixty preparatory students. The venture was, however, considered successful. The salary of the principal was raised the second year to \$700. A building was erected and efforts were made to secure a permanent endowment fund by the sale of limited and perpetual scholarships.

OPENING OF UNIVERSITY.

In 1857 the university proper was opened, being the first and for some years thereafter the only collegiate institution in Minnesota. Chairs of mathematics, natural science, and ancient languages were created, also professorships of theology and law.

Besides being the first college organized in Minnesota, Hamline University enjoys the distinction of being before the other colleges of the United States in establishing a scientific course of equal rank with the classical, and in affording to young women the same educational facilities as to young men. At that time there were in the territory tributary to the university few village schools where a teacher of Greek could be found; hence the students came lacking preparation in that language. The faculty decided to establish a four years' course of study for such students; to embrace enough of Latin, mathematics, and scientific studies to make it a fair equivalent of a four years' classical course. They believed that an adequate higher education would thus be placed within the reach of those who otherwise would pursue no regular course of study. Some development of this plan is now pursued by nearly all the colleges of the United States; but with Hamline University it was a novelty advocated by necessity rather than the product of minds trained in educational systems.

WOMEN ADMITTED.

The founders of the institution believed that women should have the same opportunities for education as men. They believed woman capable of education—a daringly novel idea at the time—and thought that men and women should be educated in the same schools and by the pursuit of the same studies. Women were therefore admitted on the same footing as men, recited in the same classes, and on completing the course took the same degrees. In 1859 there were two candidates for the degree of bachelor of arts, both being women. The class of the following year consisted of two women. From that time till the university was closed in 1869 more women than men are found to have been recommended for graduation. For a time the women who completed the course and were presented by the faculty for graduation so much outnumbered the men that the degree of lady baccalau-

reate of arts, as it is formally recited in the minutes of the board of trustees, was invented as more suitable to the sex of the candidates; but it was intended to signify the same as, and was finally abandoned in favor of the original designation, bachelor of arts. In all, between the years of 1857 and 1869, the university graduated 14 women and 9 men, the preponderance of women, as well as the small total, being due to the sorrowful fact of the civil war, which drew off most of the bright and ambitious young men of Minnesota.

The statistics of collegiate education in this country and in Europe, as well as a study of the sociological characteristics of the West, lead to the conclusion that, in the West, woman's intellectual and legal equality with man has received earlier consideration. The admission of women into men's colleges is a matter of slower and more difficult accomplishment than the establishment of new institutions which both may enter on equal terms. The West thus has the advantage of the East, where traditions of separate education have heretofore closed the doors even of new colleges to women. It is not difficult to see that the part women played in the settling of the Western States, when they proved themselves equally strong and facile with men in meeting the emergencies of an imperfect civilization, and laid their hands to the plow or the rifle as necessity required for the maintenance and protection of their homes, won them the respect of the legislating portion of community, who, in defining the rights and duties of citizenship, took care that those of women should not be neglected. How much of the liberality shown them by the laws of Minnesota may be ascribed to the fact that when the State was organized there was already within its borders a college giving equal facilities for education to men and women can not be calculated. It may, however, be estimated as not inconsiderable, for upon the records of the university appear the names of some of the most influential men of the State, among them that of its first governor, Alexander Ramsey, as trustees.

It has been repeatedly questioned whether young women are intellectually capable of so severe a course of study and discipline as young men; whether, if admitted to the college, they will not fail when the higher and more abstract branches of knowledge are reached by their classes; whether, finally, their physical constitution is such as to sustain prolonged and constant application to study without permanent injury. The experience of Hamline University is, that of the young men and women who come from the same high school the latter sustain their equality of rank throughout the entire college course, while it is a matter of record that in the same classes as few absences on account of sickness occur among the young women as among the young men.

EARLY HISTORY.

The financial panic of 1857 met the university at the outset of its career. The trustees were obliged to devise means to meet the expenses, small as they were, of running the institution, for the endowment, besides being small, was unproductive. Part of the gift of Bishop Hamline consisted of six lots in New York City, on Forty-fourth street, 475 feet west of Fifth avenue. The sale of this property in May, 1858, the subsequent sale of other real estate of small value, the raising of an endowment of \$10,000, by contributions of land and promissory notes from friends of the church in Minnesota, and the sale of scholarships, failed in turn to place the institution on sound financial basis. At each annual meeting the immediate liquidation of the debts of the university was urged, but the utmost efforts of the agents to whose hands was committed the raising of funds, failed to produce even enough to pay current expenses.

In 1865 a fresh appeal was made to the country. A system of annual subscriptions was devised and scholarships were again offered for sale on liberal terms. It was hoped that an organized effort would meet with success. But the plan failed for the same reason as previous like plans. The country was poor and its resources had been drained by the civil war. Professors and students had left the college to join the Army and did not come back. In the spring of 1869, at the annual meeting of the board of trustees, the president* resigned. The liabilities of the university were such that it seemed to a majority of the trustees undesirable to continue to employ a faculty, and the school was accordingly closed. It was designed to reopen in the following September, but in the meantime propositions were made for changing the location of the university, such inducements being offered that it seemed best to the board to sell the site and building at Red Wing and to close the school until a new building should be erected.

REMOVAL.

The property was accordingly sold to the city of Red Wing for a sum sufficient to pay off the indebtedness of the university, and the trustees at once undertook the task of securing a new site and the means of erecting a college building. Money and land were contributed by friends of the university who were desirous of having it removed to the vicinity of St. Paul and Minneapolis, and as soon as possible building operations were begun upon a tract of ground comprising about 40 acres, then regarded as midway between the centers of the two cities, now a part of St. Paul. The location is in many

*Rev. Jabez Brooks, who had been principal of the preparatory department (1854-1857) and was elected president in 1861, vice Dr. B. F. Crary, resigned.

respects the most advantageous that could have been selected, being near the largest and most prosperous cities in the State, both of which have now so grown and spread that Hamline University is in the center of a population of 350,000, yet so removed from either business center as to be independent of the less desirable influences of a city environment. It is only 5 miles distant from the centers of St. Paul and Minneapolis. Electric car lines connect it with all parts of both cities. It is far enough away to escape city distractions and yet near enough to place churches, libraries, picture galleries, lectures, and musical entertainments of both cities in easy reach for a single fare.

This part of Minnesota, moreover, is considered the most salubrious in the State and is seldom visited by the destructive storms which occasionally sweep over the less populous counties.

This property was bought by the university with means contributed for that purpose by citizens of St. Paul and Minneapolis. It was valued at \$10,000 and formed the basis of the endowment of the university.

RECENT HISTORY.

An institution which depends for its support on the patronage and voluntary contributions of the people can not be independent of the fortunes of the people, but shares their reverses more surely than it is benefited by their prosperity. In 1873 Hamline University was again crippled by the financial depression felt in all parts of the United States, but nowhere more severely than in the Northwest. In the meantime, the Minnesota State University, Carleton College, and other institutions of learning had been organized, and the need of a Methodist college in the State was less imperative, though the project of reopening Hamline University was still one of the first interests of the church. During the eleven years following the closing of the institution the board of trustees continued its existence as a corporation, and when, in 1880, Minnesota entered upon an era of wonderful prosperity and commercial progress, Hamline University was reopened as a collegiate institution. The new building, known as University Hall, which then stood almost alone on the prairie between the two cities, had been completed at a cost of \$50,000. It contained all the recitation rooms used by the college—the chapel, library, dormitories, and boarding department—being the only building then belonging to the institution. The college was opened with a new faculty, but with the same courses of study as before, and the same privileges for women. The theological and law courses of the university proper were discontinued, but a medical college was attached, the faculty residing in St. Paul. Two years after the reopening of the university a boarding hall was built for the accommodation of young women. It was placed on the campus at a suitable distance from the Univer-



Fig. 100
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Ladies Hall.

Hall of Science.

University Hall.

COLLEGE OF LIBERAL ARTS—HAMLINE UNIVERSITY.

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University Hall.

Hall of Science.

COLLEGE OF LIBERAL ARTS—HAMLINE UNIVERSITY.

Ladies Hall.

sity Hall, and completed just as a fresh misfortune befell the institution, in the burning of the original building. This calamity, however, did not greatly check its progress. University Hall was immediately rebuilt, and a building for a chemical laboratory, with an engine house in its basement, was placed in the rear, equally distant from the two main buildings, both of which were now arranged to be heated by steam from outside. The dedication of the new University Hall marked the commencement of the administration of the present president, Rev. George H. Bridgman, D. D., LL. D., who was elected in 1883 to succeed Rev. D. C. John, D. D. (1880-1883). The history of the institution under the administration of President Bridgman has been one of continued and increasing prosperity.

The beginning of the year 1887 witnessed the opening of a third college building, the hall of science. This is a three-story brick building. It consists of a basement used by the athletic association for their gymnasium; a first floor with four large class rooms and an extension connecting with the original chemical laboratory, which greatly increased the space for classes in chemistry and physics; a second floor of four large rooms used for lecture room and laboratories for biology and for class room for professor of history, and a large and well-lighted third story (see cut), which is in one large room occupied by the natural history collections of the department of biology and geology. This building was imperatively demanded in 1887, the attendance having outgrown its quarters in University Hall, since which time that building has been reserved for the chapel, the library, the offices of president and treasurer, the student literary society rooms, and the class rooms of the president and the professors of Greek and political economy. The dormitories for young men in University Hall were closed in 1885, being too limited to accommodate more than a small proportion of them, and the young men now find rooms in private families.

The buildings now standing were erected at a cost of \$110,000, including the cost of enlarging the boarding hall, whose accommodations were doubled in 1886.

ENDOWMENT AND SUPPORT OF THE COLLEGE OF LIBERAL ARTS.

Hamline University has no assistance from the State, but is supported wholly by contributions from private individuals, most of them members of the Methodist Episcopal Church and citizens of Minnesota, it being the policy of the church to maintain institutions of learning, which, while not sectarian, shall be under the general supervision of the church, and shall afford facilities for education to the children of Methodist families without withdrawing them from the moral influence with which Christian parents strive to surround their children when at home. For this object liberal contributions have

been made by friends of education and of the church, and the property of the university has gradually increased until its present endowment is \$325,000, aside from college buildings and campus. The income only of this endowment is used, the principal remaining untouched, and, so far as possible, being invested so as to be productive; but the larger part of the expenses of the university is still provided for by annual contributions, these contributions being voluntary and not imposed as a tax by the church or otherwise levied upon the membership as such. The only church control exercised is through the board of trustees, which, though a self-perpetuating body, is responsible to the Minnesota conference. By the terms of the charter, conference now confirms the election of the trustees, 4 out of 21 of whom must be Methodist ministers. The others may or may not be members of the church, but, as a matter of fact, are usually Methodist laymen.

In 1896, on December 18, the chapel of the college of liberal arts witnessed the formal ceremonies attending the union of the Minneapolis College of Physicians and Surgeons with Hamline University. This medical college, the oldest in the State of Minnesota, is located in Minneapolis, and an account of it by its present dean is given in this article. At that time the original foundation at Hamline was recognized as the "College of Liberal Arts of Hamline University," and Prof. Loren H. Batchelder was elected to be its dean. The medical college has since been known as the Medical Department of Hamline University.

DETAILED DESCRIPTION OF THE COLLEGE OF LIBERAL ARTS IN 1898.

The board of trustees was constituted as follows: Rev. J. F. Chaffee, D. D.; F. A. Chamberlain, esq.; Hon. A. C. Hickman; Rev. G. H. Bridgman, D. D.; Hon. W. H. Eustis; Bishop Isaac W. Joyce, D. D.; Hon. M. G. Norton; A. W. Bradley, esq.; C. H. Griswold, M. D.; Rev. W. McKinley, D. D.; Hon. H. R. Brill, LL. D.; Hon. J. T. Wyman; S. S. Thorpe, esq.; Prof. E. F. Mearkle, LL. B.; Col. Perry Harrison; Hon. James Quirk; Rev. Cyrus Brooks, D. D.; Alfred J. Dean, esq.; B. F. Nelson, esq.; Rev. W. A. Shannon; Hon. Leonidas Merritt; Rev. G. S. Parker, A. M.; Rev. R. N. Avison, A. M.; Rev. W. E. King, A. M.; Rev. J. A. Sutton, B. D.; Rev. J. F. Porter, A. M.; Rev. T. A. Jones, A. M.; Rev. R. N. Jocelyn, A. M.; Rev. J. B. Hingeley, D. D.; Rev. F. S. Kerfoot, B. D.; Rev. R. H. Craig, A. M.; Rev. C. W. Lawson, A. M.; Rev. H. W. Knowles, A. M.

The faculty was constituted as follows: Rev. George H. Bridgman, D. D., president (mental and moral science); Loren H. Batchelder, A. M., dean (chemistry and physics); Rev. George S. Innis, Ph. D. (history); Erastus F. Mearkle, LL. B. (professor of mathematics); Milton J. Griffin, A. M. (Greek and modern languages); Henry L.

Osborn, Ph. D. (biology and geology); William E. Thompson, A. M. (Latin language and literature); Arthur Z. Drew, A. M. (mathematics); Alta Barker, M. A. (English literature); Olga Ritter (French and German); Edward E. McDermott, M. S. (elocution); Mrs. Henry L. Osborn (piano); William Clark (vocal music); John A. Van Dyke, A. M. (pedagogics); Rev. F. B. Cowgill, A. M. (English Bible); Rev. J. F. Stout, D. D. (English Bible); Raymond P. Kaighn (physical director); Dwight Stebbins (biology); Byron Mark (chemistry); George S. Innis, Ph. D. (librarian); Arthur Z. Drew, A. M. (registrar).

COURSES OF STUDY IN THE COLLEGE OF LIBERAL ARTS.

The courses of study, as now pursued in preparation for the degrees of bachelor of arts and bachelor of philosophy, occupying four years each, give thorough drill in classical and modern languages, mathematics, history, and philosophy, as well as in chemistry, biology, and geology. Consecutive courses running through several years including advanced elective courses are offered in English language and literature, history and political economy, physics and chemistry, and biology. The chemical and physical and biological laboratories are equipped with all the necessary apparatus for individual practical work. Students are allowed to choose special courses where there are adequate reasons for doing so instead of pursuing regular courses. There is superior instruction offered in music, both instrumental and vocal. There is a full course in elocution. There is a preparatory course of three years in which such studies are pursued as fit the student for the advanced work and investigation of the college. It is the intention of the board of trustees to confine the work of the college of liberal arts to those branches of knowledge proper to a college and to afford facilities for thorough drill in those departments rather than for the work of the specialist.

It has also been the policy of the institution to require a considerable knowledge of at least one ancient language in its entrance conditions and in the course of freshman and sophomore year, and it has not favored giving a baccalaureate degree for the completion of an "English course."

It is believed that the time is not far distant when in this State no man or woman will be thought to be adequately prepared for the work of life who has not a college education; that the mental grasp and acumen gained in the course of college discipline will be recognized as a necessary preliminary to special work of whatever kind; that the thorough training of the will and reason will be recognized as affording an incalculable advantage in the struggle for existence and become the efficient coadjutor of legislation in promoting those influences which curb the lower impulses of men and meliorate society. To this end the energies of Hamline University are bent.

As we do not know of any better way in which to indicate the curriculum of the college of liberal arts, the course of study offered for the year of 1897-98 in the annual catalogue is here given:

Synopsis of the course of study for 1897-98.

FRESHMAN YEAR.

Fall term.	Winter term.	Spring term.
Latin: Livy (4). Mathematics: Algebra, Wentworth's Complete (5). Classical: Greek, Herodotus (5). Latin Scientific: Trench on Study of Words (2). Elementary Zoology—Protozoa and Coelenterata (3).	Latin: Livy (4). Mathematics: Plain and Spherical Trigonometry. Olney (5). Classical: Greek, Plato, Apologia (5). Latin Scientific: Trench (2). Elementary Zoology—Echinodermata, Mollusca, and Mollusks (3).	Latin: Horace (4). Mathematics: Spherical Trigonometry completed. Analytical Geometry: Olney (3). Classical: Greek, Xenophanes Memorabilia (5). Latin Scientific: Trench (2). Elementary Zoology—Annelids and Arthropods (3).

SOPHOMORE YEAR.

REQUIRED.	REQUIRED.	REQUIRED.
Mathematics: Mechanics, Carhart (4). German or French (5). ELECTIVES (TWO TO BE TAKEN). Latin: Terence, Literature (2). Greek: Demosthenes, De Corona (2). Calculus: Olney (2). History (2).	Mathematics: Mechanics completed. Physics, Carhart (4). German or French (5). ELECTIVES (TWO TO BE TAKEN). Latin: Cicero's Laelius or Pliny's Letters; Literature (2). Greek: Sophocles Oedipus Tyrannus (2). Calculus (2). History (2).	Mathematics: Physics: Lectures (4). German or French (5). ELECTIVES (TWO TO BE TAKEN). Latin: Horace De Arte Poetica or Quintilian; Literature (2). Greek: Aristophanes The Clouds (2). Measurement and Surveying: Carhart (2). History (2).

JUNIOR YEAR.

Rhetoric (4). German (2). History: Government (2). Chemistry: Remsen; Laboratory Practice (3) (Afternoon). General Biology (2). (Afternoon).	English Literature (4). German (2). History: Government (2). Qualitative Analysis: Application (3). Vertebrate Morphology (2).	English literature (4). Logic: McCosh (2). German: Goethe (3). Qualitative Analysis. Philosophy of Chemistry (2). Political Economy (2). Descriptive Astronomy: Young (3). Mammalian Histology (2). Classical Greek. New Testament (2). Latin Scientific: March's Latin Hymns or Lucretius or Tacitus (2).
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SENIOR YEAR.

Political Economy (4). Mammalian Physiology (4). Psychology (4). History: Civilization (4). Education (2). English Literature (2). Physics or Chemistry (2). Biology (2).	Mammalian Physiology: (2) (Lectures) (4). Political Economy (4). History: Civilization (4). Moral Science: Porter (4). Constitutional Law: Cooley (2). Education (2). English Literature (2). Physics or Chemistry (2). Biology (2).	Natural Theology: Chadbourne. Lectures (2). Evidence of Christianity: Hopkins (2). International Law (3). Geology (4). American Common Law Lectures (3). Sociology (4). Education (2). English Literature (2). Physics or Chemistry (2). Biology (2).
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*The figures indicate the number of class exercises per week. Fifteen exercises per week, including Bible study being required.

THE LIBRARY.

The library of Hamline University has between 5,000 and 6,000 volumes and about 1,000 pamphlets. The greater part of the books are new and were purchased with especial reference to the work of the classes. The library is divided into sections, partly according to subjects and partly according to the departments in the school. This greatly aids the students in their investigations. The work of the classes is arranged with reference to the material in the library, so that the students in the college classes become thoroughly familiar with its contents. Especial emphasis is given to research in biology, literature, history, science of government, political economy, and education, the students using freely not only the university library, but also the libraries of Minneapolis and St. Paul. The best current periodicals are taken and are indexed in the card catalogue. This makes the material in them readily available to the students. The students are given free access to the bookshelves. Every facility is afforded them for personal investigation, and the results justify the methods.

LABORATORIES.

The floor plan of the department of chemistry and physics shows, in conjunction with the interior views of the lecture room and general laboratory, the space and to some extent the equipment of this department at the present time. The general lecture room has raised seats, accommodating 45 students. There is a lecture table furnished with pneumatic trough, hot and cold water, gas, and electricity from a dynamo in the engine room. The windows are arranged so that they can be darkened for projections. There is in the room a hood. The laboratory of general chemistry accommodates 35 students. Each one has a complete outfit for elementary work, including a desk with shelves and lockers, supplied with hot and cold water and gas. The laboratory for advanced quantitative and organic chemistry has desk room for 10 students, with water, sinks, gas, etc. There is a balance room with cases for six balances, and shelving for a chemical department library. There is a dispensing room for chemical and physical apparatus. There is a small laboratory fitted up for practical work in physics, and the plans include the subsequent fitting up of a large general physical laboratory, for which space is available.

The departments of biology and geology are not as yet differentiated, and geology is only taught during the last half of senior year by lectures, and some laboratory and field work by the professor of biology. Its accommodations are shown in the floor plan and interior views. The biological course, however, runs in three years, and offers a large amount of elective work for satisfactorily prepared students. The biological equipment is as follows: There is a lecture room with seating capacity for 50 students, supplied with a lecture table containing

drawers to hold an ample supply of illustrative material in the form of zoological specimens and charts. This adjoins a large laboratory with seats for 50 students. This room is well lighted from north and east, and supplied with desks, lockers, a large reagent table for general supplies, and wall cases containing a large amount of biological material for class use, kept constantly in sight of the students, and a hood, sink, and large tank for live aquatic animals, besides smaller aquaria. There are also two small laboratories for research work, and a large room devoted at present to museum and laboratory preparation and storage of biological materials. The department is supplied with microscopes, dissecting appliances, microtomes, and all the most needful utensils for the study of animal morphology, and has more than the beginnings of a morphological library, including files of several journals, such as the *Journal of Morphology*, *Quarterly Journal of Microscopical Science*, *Natural Science*, *Nature*, *The American Naturalist*, and others, and is the recipient of all the United States Government and many of the State publications which are of interest to the biologist. Besides this, the entire third floor of science hall is occupied by one large room, which is the natural history museum of the college of liberal arts. This room contains a constantly increasing geological collection, made up of local and general collections of minerals, rocks, and fossils, consisting of not less than 5,000 specimens, and a still larger collection of zoological specimens from all groups, and including many fine mounted birds and mammals and large numbers of invertebrates from many different parts of the world, including the west coast of Africa and the Philippine Islands, as well as the Atlantic and Pacific coasts of our own country. The total number of zoological specimens can not be far short of 10,000. There is also a large collection of series of microscopical slides, illustrating microscopic points in the biological courses, which are used in class work.

PHYSICAL CULTURE.

At the present time physical training is not compulsory, but there are plans being considered to make it so, in some at least of the lower classes. The work is under the control of a competent physical director, and at the present time 60 per cent of the men and 25 per cent of the women are taking work in this line. There is an athletic association, membership in which is open to any student on payment of an annual fee of \$1. It has a membership of 125. The appliances at the command of the members include a large gymnasium room, containing 5,800 square feet of floor space, for men, supplied with heavy and light apparatus, and having two hand-ball courts and space for basket ball. There is also a bathroom with shower bath, and a dressing room supplied with 50 lockers. There is besides a ladies' gymnasium room, with piano and apparatus for light gymnastics. There is a large area of the campus graded and admirably suited for all sorts of field work,

in which are fields for baseball and football, and in the season there are teams in these sports. There are a running track and appliances for field and track athletics. There are two tennis courts, and a skating rink 400 feet long and 150 feet wide.

ELOCUTION AND MUSIC.

Neither of these subjects are regularly included in the curriculum, but satisfactory work in elocution is accepted as a substitute for some of the elective studies of the college course.

The department of elocution offers two complete courses of study, and grants a certificate for the completion of either.

A. *The advanced course.*—It is intended that the student shall carry this course contemporaneously with his course in the department of liberal arts. The subjects required in addition to those in the college curriculum are as follows: English phonation, one term; voice building, two terms; pantomime, one term; physical culture, three terms; philosophy of expression, three terms; interpretation, seven terms; each one period per week.

B. *The elementary course.*—In addition to the work in English in the college curriculum, this course requires the same studies as in the advanced course, but in a more elementary form and two periods per week.

Two years are required to complete this course.

C. *Special courses.*—Special courses are offered the theological department in Bible, hymn, and liturgy reading, in oratory, and in general interpretation.

The department of music furnishes instruction in piano playing, singing, harmony, and music history.

The instruction in music, both instrumental and vocal, is by private lessons and not in classes. This gives better opportunity to meet the individual needs of pupils. Lessons last half an hour, and cost at the rate of \$1 each, payable per term in advance. To secure the best results students should take two lessons each week.

A graded course in piano playing, with theory of music as an adjunct, has been arranged, Bach, Beethoven, Schuman, Chopin, and Liszt.

Mason's system of technique is chiefly used.

Certificates of ability are given according to advancement in and completion of this course of study.

A fortnightly "Music-History Club" has studied composers, including Bach, Haendel, Haydn, Mozart, Beethoven, Schubert, Mendelssohn, Chopin, Liszt, and Wagner, and incidentally a number of their contemporaries, and the meetings of the club have been for the purpose of studying the composers critically and biographically, and listening to specimens of their composition.

There is opportunity for chorus singing in connection with the vocal music class.

The nearness of the university to the two cities enables students to hear frequently superior music and musical lectures, an important supplement to the teaching of the music department. The course in music is so arranged with reference to the regular college course that both can be taken simultaneously without detriment.

THE PREPARATORY DEPARTMENT.

The preparatory department, although separated from the college department, is yet kept in vital connection with it, and its members have many of the privileges and advantages of students in the higher

classes. Students entering this department are expected to have completed practical arithmetic, English grammar, and United States history.

Synopsis of the course of study.

FIRST YEAR.

First term.	Second term.	Third term.
Algebra. Latin grammar and lessons. Allen and Greenough. Higher English.	Algebra. Latin grammar and lessons. Higher English.	Algebra. Latin: Caesar and Latin grammar. Higher English.

SECOND YEAR.

Geometry. Latin: Caesar. Elementary rhetoric (2). Classical: Greek grammar and reader—Goodwin, Moom. Latin scientific: General history (4).	Geometry. Latin: Caesar. Elementary rhetoric (2). Classical: Greek grammar and reader. Latin scientific: General history (4).	Geometry. Latin: Cicero. Elementary rhetoric (2). Classical: Greek grammar and reader. Latin scientific: General history (4).
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Latin prose composition throughout the year.

THIRD YEAR.

Solid geometry (3). Rhetoric (2). Latin: Cicero. Latin prose composition. Classical: Greek, Anabasis. Latin scientific: Elementary physics.	Algebra (3). Rhetoric (2). Latin: Virgil. Latin prose composition. Classical: Greek, Anabasis. Latin scientific: Elementary physics.	Algebra (3). Rhetoric (2). Latin: Virgil. Classical: Greek, Hnd. Latin scientific: Elementary physiology.
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Under higher English and rhetoric is included the presentation of compositions and declamations.

Number of students in all departments in 1896-1897.

College of liberal arts:	
Senior class	25
Junior class	37
Sophomore class	26
Freshman class	49
Special	22
	— 161
Post-graduate students	7
Preparatory department:	
Third year	17
Second year	21
First year	57
Special	16
	— 111
Department of elocution	26
Department of music	23
College of medicine:	
Number in all classes	108
	— 431
Counted twice	26
	— 305
Total enrollment.	

GRADUATES DURING THE LAST TEN YEARS.

Perhaps the work of a college can not be better shown than by showing its finished product, and this I have attempted to do by means of the following table, showing the number of graduates during the decade from 1887 to 1897:

Year.	Men.	Women.	Total.
1887.....	3	2	5
1888.....	5	3	8
1889.....	4	5	9
1890.....	2	6	8
1891.....	4	4	8
1892.....		7	7
1893.....	8	8	16
1894.....	10	9	19
1895.....	11	12	23
1896.....	15	10	25
1897.....	17	8	25
Total.....	79	74	153

These men and women are now scattered; most of them are in Minnesota and the adjoining States, but some are in distant parts of our country as far off as California and Texas. One is in Liberia, in Africa, and another in the Malay Archipelago. Many of them (43 per cent) are at present engaged in some form of educational work. Of the women 20 are married and are engaged in household pursuits; a few of the men (14) are clergymen; a few (5) are practicing law; others are practicing or studying medicine; a number hold official positions under the State or Federal Government, and several are engaged in mercantile pursuits.

DETAILED DESCRIPTION OF THE COLLEGE OF MEDICINE.

The college of medicine of Hamline University is the oldest institution of medical instruction in the State. It was founded for the purpose of elevating the standard of medical education in the Northwest. It began teaching work in 1883, and during its earlier years and until very recently struggled against bitter opposition, but has always maintained the high grade and standard which it began, and has been a leader in every move looking toward the further elevation of requirements for medical training in the State. The college of pharmacy was added in 1885, thus broadening the scope of the school.

At the meeting of the State Medical Society in 1886 a resolution was introduced by Dr. Moore, dean of the college, with the express purpose of effectuating legislation for the elevation of requirements for practice. As a result, the bill so regulating practice in this State was carried through the legislature. It was championed and passed by the persistent work of the officers of this college. And Minnesota became a pioneer State in elevating the requirements for the practice of medicine. Most of the laws in other States that have since followed the lead of Minnesota are based on our law. The effect of

this move originated by this school was very far reaching. Most of the schools of the country were then graduating men on a two-year course. The Minnesota law required three years. Many graduates were looking to this State as a most desirable place for practice. Their school must give a three-year course and degree or they were barred from the State. Other schools were forced to rise to our standard or have their graduates denied the right to practice in Minnesota. And they raised their standard. This was undoubtedly the most potent single factor in the general elevation of grade in the leading schools throughout the country. And the credit for the origin of the movement is due to this college.

During the earlier years of its work the school was hampered with lack of funds, but the faculty worked loyally, struggled on in the face of most discouraging circumstances and powerful opposition. The location of the school was poor and the accommodations very inadequate. But the quality and spirit of the work made up for the lack of material advantages. In 1893, ten years after the founding of the college, it was determined to push the institution forward more vigorously. The faculty was increased materially by the addition of a number of the best men in the city, and considerable young blood was included in the additions. A large and well-adapted building was leased and fitted for the purposes of the school, and from this time the progress has been steady and rapid, but was only rendered possible by the work that had been carried on so faithfully in the earlier years. The school has always endeavored to hold the confidence of the profession and people by the merit of its work. It has never once deviated from its purpose to make the standard the highest possible.

On December 18, 1895, negotiations that had been in progress for some time were perfected and the college became the college of medicine of Hamline University, with great advantage to the school. The growth since this time has been very rapid, and the department is now recognized as one of the best in the West. In the spring of 1897 a full corps of clinical teachers was added in St. Paul, including some of the ablest men in the city, and several of the hospitals were also thrown open to the school at that time. Last fall access was also made to the St. Paul city hospital over bitter opposition, and now all the hospitals of both cities are open to our students for clinics.

The building is situated in the immediate neighborhood of the three chief hospitals of Minneapolis, and not at Hamline. The department is much overcrowded in the present building, and plans are being matured as rapidly as possible for a new and commodious building to be erected for the department immediately adjoining the hospitals. New equipment has been added in large amount for the present session, many of the laboratories having been largely or entirely re-equipped. The teaching force is very earnest, the work of the department most thorough, and the relations between the faculty and students especially pleasant.

Chapter VIII.

MACALESTER COLLEGE.

By JAMES WALLACE,
Department of Greek.

This institution is located in St. Paul in what is known as the inter-urban district. The campus, consisting of 30 acres, fronts on Summit avenue a beautiful park avenue 200 feet in width, and is bounded on the east by Snelling avenue and on the west by Macalester avenue.

The college was opened September 16, 1885. It is governed by a self-perpetuating board of trustees, 27 in number; and by a provision in the charter approved February, 1885, "two-thirds of its trustees shall be members of the Presbyterian Church."

The charter members of the board were George L. Becker, Henry J. Horn, Henry M. Knox, Henry L. Moss, Alexander Ramsey, Edmund Rice, H. Knox Taylor, of the city of St. Paul, and W. C. Baker, Levi Butler, Richard Chute, W. W. McNair, J. S. Pillsbury, C. E. Vanderberg, J. C. Whitney, and Eugene M. Wilson, of the city of Minneapolis.

When the college was opened, in 1885, the faculty was constituted as follows: Rev. Thomas A. McCurdy, D. D., president, and professor of moral science; Rev. Edward D. Neill, D. D., history and English literature; Rev. William R. Kirkwood, D. D., mental science and logic; Rev. Nathaniel S. McFetridge, D. D., Greek and English literature; Charles Forbes, B. S., M. D., natural sciences; Frank B. Pearson, A. B., Latin and higher mathematics; Rev. Daniel Rice, D. D., biblical history and Latin.

The enrollment the first year was upward of 50, of which 6 were freshmen. This was a good beginning, as the college was then difficult of access, there being no street-car lines to that part of the city. Even the streets were not yet graded so far out, nor sidewalks laid, while the nearest railway depot was at Merriam Park, more than a mile distant.

In respect to the earlier history of the institution Rev. Edward D. Neill, D. D., the founder of the institution, and always one of its chief promoters, writes as follows:

Macalester College is the outgrowth of the Baldwin School which in February, 1853, was incorporated by the legislature of Minnesota. In a few months the

institution was opened and in December of the same year a two-story brick building was dedicated for its use, at the time the largest school edifice in Minnesota, still standing at the head of Rice Park, St. Paul. At first pupils of both sexes were admitted, but in 1854 a separate department was organized exclusively for young men, and incorporated by the name of "The College of St. Paul." In the catalogue of the academic department of the college issued in 1854 the trustees mention that they "are aware that a permanent institution must be of slow growth, and their arrangements have been based upon this fact, with a firm belief that their strength is 'in quietness and confidence.'"

During the late civil war, in 1864, the Baldwin School and College of St. Paul were consolidated, but owing to the disturbed condition of affairs, for several years it languished. In 1873 the late Charles Macalester, of Philadelphia, agreed to give a large building (known as the Winslow House, and situated in Minneapolis) toward a college for young men, on condition that a certain sum of money was raised, the interest of which was for the payment of professors.

In March, 1874, the legislature changed the name of the Baldwin institution to Macalester College, with the proviso that its preparatory department shall be known as the Baldwin School. The trustees in their announcement for 1875 mention that "the Baldwin School will prepare boys for business or any college, and aims to be of the same grade as Phillips Academy and Williston Seminary, Massachusetts," and that the collegiate department "will not be opened until two professorships are endowed."

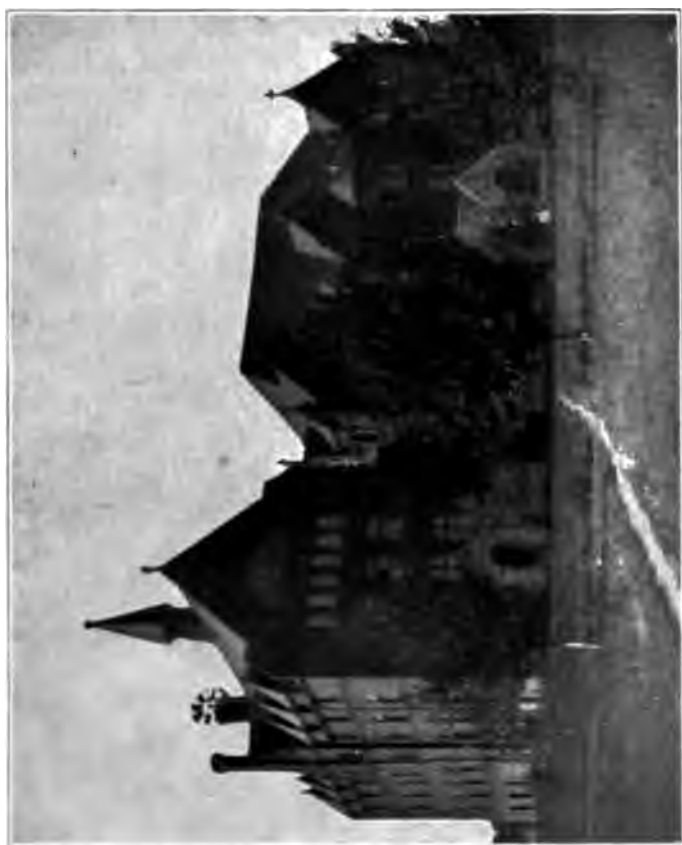
In a late circular it is announced, "the trustees have with design hastened slowly, but intend to adopt all reforms accepted by Amherst, Dartmouth, Princeton, and Yale, believing it safe to defer to the matured opinions of the wise men of the East."

In 1881 the trustees determined to sell the property given by Mr. Macalester and erect new buildings on an elevated site of 30 acres nearly equidistant between the post-office of St. Paul and that of Minneapolis, and in full view of the latter city. By the close of 1884 buildings had been finished for college purposes and professors' residences.

As Rev. Dr. Neill was one of the most active and influential promoters of public education in the earlier history of the State of Minnesota, it seems proper that some recognition of his work should find a place here.

He was born August 9, 1823, in Philadelphia, being the fifth son of Henry Neill, M. D. After completing the sophomore year at the University of Pennsylvania he went to Amherst, where he was graduated in 1842. After completing his theological studies at Andover and under Dr. Albert Barnes he came West, reaching St. Paul in April, 1849, and in view of his scholarly interest in public education he was made a trustee of public schools the same year.

In this year, too, he, with others, had incorporated the Minnesota State Historical Society, of which he was secretary for ten or more



MACALESTER COLLEGE, ST. PAUL.

years. In 1851 he was appointed the first Territorial superintendent of instruction, a position which he held for two years. In 1853 he obtained a charter for the Baldwin School, so named after Matthew W. Baldwin, of Philadelphia.

In 1855 he took an active part in preparing a charter for the board of education of St. Paul. He devised the seal of the board with motto from the poet Menander: "Educate youth, for men you can not." In 1858, soon after Minnesota was admitted as a State, he was elected chancellor of the State University. It was then heavily in debt, and through the efforts of Dr. Neill two more townships of land were obtained for it. In 1860, he secured from the legislature a charter for the State University, providing for five regents, to be appointed by the governor.

As superintendent of public instruction in the State he secured the enactment of laws creating county superintendents and the township system. He was also active in securing the establishment of the normal school at Winona.

Resigning the chancellorship of the university in 1861, he entered the Army as chaplain of the First Minnesota Regiment of Infantry.

In 1864 he was appointed to read and arrange the private correspondence of Abraham Lincoln. Later he was appointed by President Grant consul to Dublin, Ireland. Returning after two years, he devoted himself thenceforth to higher education, conducting a very successful academy in Minneapolis, in a property granted for this purpose by his friend Charles Macalester, of Philadelphia.

Dr. Neill was a man of fine physique, noble bearing, strong and genial face, of marked force of character. His scholarship was broad and accurate, and he had a passion for original research. He taught history after the seminary method, verifying statements of fact and general deductions, so far as possible, by reference to original authorities, and this habit he sought to foster in the minds of his students.

Soon after the movement for university extension was started he gave, in different places, several courses of popular lectures on the Formation of the American Constitution. He was ardently patriotic, naming his only daughter after his adopted State—Minnesota.

The following is a list of his works:

History of Minnesota. First published by Lippincott & Co. in 1858, 628 pages. It was followed by a second edition, 1873; third, in 1878; fourth, 1882; fifth and last, 1883. The fourth and fifth editions were published by the Minnesota Historical Company, Minneapolis.

Terra Mariæ, or Threads of Maryland Colonial History. Lippincott & Co., 1867.

Fairfaxes of England and America. Joel Munsell's Sons, Albany, N. Y., 1868. Virginia Company of London. Same, 1869.

English Colonization of America. Strahan & Co., London, 1871.

Founders of Maryland. Joel Munsell's Sons, Albany, N. Y., 1876.

Minnesota Explorers and Pioneers. Same, 1881.

Virginia Vetusta; Colony under James I. Same, 1885.

Virginia Carolorum; the Colony during the reigns of Charles I and II. Same, 1886.

Concise History of Minnesota. Smith, Harrison Co., Minneapolis, Minn., 1887.

Macalester College Contributions to History, 2 vols., 1888-1890.

These volumes are made up of monographs on early American history. They have been much sought after by librarians and students of American history.

He died September 26, 1893, at his home in St. Paul. The papers of the city devoted large space to a recital of his achievements as a minister, educator, and citizen.

Another name deserving very honorable mention in connection with this college is that of Rev. Daniel Rice, D. D. He was a graduate of Amherst and a man of very scholarly habit. He had been president of Logansport Female College, Indiana, and for sixteen years was an efficient trustee of Wabash College. Coming to the Northwest, he entered enthusiastically into the efforts making in behalf of Macalester College. He accepted the position of financial secretary, and, though then past 60 years of age, he raised for the college nearly \$30,000. He served several years without pay as professor of biblical history and literature, and dying in the spring of 1889, he left a bequest for the endowment of the chair of biblical instruction.

It was the earnest purpose of Drs. Neill and Rice and of the board of trustees to build up a college after the type of those of New England. No countenance has been given to a merely utilitarian view of education. The emphasis has been put upon classical, philosophical, historical, and biblical studies.

The first administration ended in June, 1891. Much had been done during these six years to build up the college and make a place for it among the institutions of higher learning in the State, but a debt had been incurred amounting to more than \$100,000. This seriously imperiled the very existence of the college, but in the following year, through the able and indefatigable efforts of Rev. David E. Platter, financial secretary, assisted by others, this sum was pledged—good proof of the vitality of the college and the strength of its constituency. The panic of 1893 ensuing, many of the subscriptions were rendered uncollectible, and the authorities have found it necessary to take up anew this grave financial problem. Through the indefatigable labors of the president of the college, president and vice-president of the board, Thomas H. Dickon and Thomas Shaw, and the generous aid of Mr. James J. Hill and others, this debt has been removed.

The requirements for admission to the college are as follows:

Mathematics: Algebra, plane and solid geometry.

Latin: *Lessons*, *Cæsar* (4 books), *Cicero* (4 orations), *Virgil* (4 books), composition.

English: Analysis, word study, rhetoric, study of masterpieces and the reading prescribed by the Commission of New England Colleges.

History: English, Roman, and Greek.

Greek or German: Two years, daily recitation.

Students have choice of Greek or German through freshman and sophomore years, after which elective studies are offered in ten departments.

The literary course calls for the same amount of Latin and German for entrance, and substitutes French for Latin in college.

The college property now consists of a campus of 30 acres, bounded by graded and sewered streets; a main college building of three stories and large basement; a dormitory; Edwards Hall (also a dormitory); the president's house, now used as ladies' hall; chemical laboratory; and two residences for professors. Total cost of buildings, \$120,000; of apparatus, about \$3,000. The library, built up largely by the untiring efforts of Dr. Neill, contains 7,500 volumes. The college has graduated over 100 students, and its enrollment for the current year numbers 168. The faculty now numbers 14 professors and instructors.

The location is specially attractive, in that while it affords a quiet suburban retreat favorable for study and healthful living, the large libraries of the two cities and of the State Historical Society are easily accessible from it. The college stands nearly midway between the business centers of St. Paul and Minneapolis.

Chapter IX.

THE BISHOP SEABURY MISSION AND ITS SCHOOLS, FARIBAULT, MINN.

Faribault, Minn., a substantial and beautiful town of about 8,000 people, 50 miles south of St. Paul, is famous chiefly for its educational institutions.

Three of the most important schools of the Episcopal Church in this country, besides the State schools for the deaf, the blind, and the feeble-minded, are located here. All these institutions, with large and beautiful grounds mostly adjoining each other, are situated on a bluff that curves around on the east side of the town. Probably no such grouping of large, handsome educational buildings and beautiful grounds can be found in any other town in the country. These institutions are the pride of the citizens, and have won the universal approbation of the State by their admirable arrangement and their unusual success. Both the State and the private schools of Faribault are notable instances of the results of the fostering care and liberal provision made for its charitable and educational institutions, which have made the State famous as one of the most progressive in the Union. The location and natural advantages of the town could hardly be better adapted for the purposes of such institutions. It is in direct communication with the populous centers of this and other States, making it central to all the Northwest. The town itself is situated on a gravelly plain at the confluence of two small rivers. The elevation is about 1,000 feet. On three sides it is surrounded by a hilly, partially wooded country, and on the south by a high, rolling prairie, so it is protected from the heavy storms usual in a level country, while it secures an entire freedom from all malarial influences. The water supply is excellent and abundant, and the six schools being located on a precipitous bluff 100 feet above the river flowing in front, there is a most excellent opportunity for the drainage of the buildings and grounds. It is one of the most beautiful, healthful, and picturesque parts of Minnesota.

The corporate name of the Seabury Divinity School and Shattuck School is "The Bishop Seabury Mission." In tracing its history and growth we must go back half a century. The remote origin is found in the missionary zeal of a few young men in New York. They first

came to the wilds of Wisconsin in 1841 and founded the theological seminary at Nashotah. In 1850 one of them, the Rev. James Lloyd Breck, pushed on farther west into the then Territory of Minnesota and fixed upon St. Paul as a center from which to carry on missionary work over a wide extent of country. An important part of his plan was to establish a training school for young missionaries, sending or going with them as his assistants in his Sunday work as a part of their training. Bishop Kemper, who was then bishop of Wisconsin and missionary bishop of all the territory west to the Rocky Mountains, raised the objection to the establishment of such a school that it would interfere with the work already begun at Nashotah. With the loyal spirit that always actuated him, Dr. Breck yielded to the wish of his bishop. Thwarted in the purpose that was nearest his heart, he turned his attention to the founding of a mission among the Chippewa Indians. Leaving St. Paul, he went into the northern wilderness to Gull Lake, where he established the St. Columba Mission in 1852 and in 1856 another at Leech Lake, called the Kesahgah Mission. This work among the Indians was quite promising until the summer of 1857, when such hostility was created by a band of unruly and drunken Indians that the mission families were obliged to abandon it for a time and return to civilization. Dr. Breck came back to St. Paul.

Meantime the primary convention had been held and the diocese of Minnesota organized. The way then opened for carrying out the purpose which brought Dr. Breck to Minnesota. Several places were urged upon him for the location of his mission and proposed educational institutions, and among them Faribault. The honor of choosing so favorable a site and of doing the earlier work of laying the foundations of the noble institutions that have been reared on them, belongs to him more than to any other man. It was his faith and zeal that conceived the plan, and his leadership and influence that induced others to join him in carrying it out. He interested the Rev. Dr. Manney, a chaplain of the Army, and others in the project of forming an associate mission, in which so much important work took its roots. He created the conditions which influenced Bishop Whipple to choose Faribault as a place of residence and to put himself at the head of the work so bravely begun. He was essentially a great-hearted missionary and a pioneer.

It will be noted that the above took place, and the large, comprehensive plans for all that has been done since and that is possible in the future of this work were formed when Minnesota was scarcely known except as a wilderness inhabited by wild Indians. It had only then been admitted to the Union as a State. The attention of the country was just beginning to be attracted to its wonderful resources and promise for the future. Faribault was one of its small frontier towns, scarcely known by name outside the State, and

only a farm here and there could be found on its virgin prairies and in the "big woods" that surrounded its site.

The public-school system, as it is now known, had not come into being. The people were poor and illy able to support any schools that required much outlay. Dr. Breck of necessity made his first venture of a school largely a part of his mission work. His first step was to go East and try to interest the church in his new field of work and provide means for its support. Returning the following May with two or three volunteer helpers, he opened a day school at the same time he began his mission work in Faribault and the neighboring towns. This was carried on in a rented building until he could erect one to serve both as a chapel and for school purposes. He located it on lots afterwards sold to the city for the high school. The purpose of the school was twofold—the instruction of a number of young men brought here from the East and elsewhere to pursue studies preparatory to theology, and of the children of the town who were educated here until the public school was more efficiently organized. It did excellent work in both capacities for several years, and was only discontinued after the primary object for which it was established was more efficiently provided for in the boarding schools that were, in a way, the outgrowth of it, and the free schools were so far improved as to largely remove its necessity and to make its maintenance by the tuition charged its pupils a difficult matter alongside the free schools of the State.

When Dr. Breck returned to the white field to inaugurate this important work he did not lose his interest in the Indians, nor wholly abandon his efforts to civilize and Christianize such as he could reach. The work he did the few years he was with them did not come to nought. The seed then sown has borne an abundant harvest. He prepared the way for the successful work done since at White Earth and elsewhere. Provision was made, after matters had quieted down at Gull Lake and vicinity, for the continuance of the mission work under the Indian deacon, Rev. J. Enmegahbowh, with the supervision of the Rev. E. Steele Peake. Later, on the removal of the Indians to White Earth, the mission was removed with them, and the work was continued by Enmegahbowh and others till it was taken charge of by the Rev. J. A. Gilfillan, in 1873, with what success is shown by the large congregations and flourishing missions of the church as they exist to-day. Dr. Breck still further showed his personal interest in the welfare of the Indian by establishing an Indian school at Faribault. He conceived the idea that by taking the young children from their natural environments and educating them under the influences of the church and a Christian home he could train them up for usefulness with results similar to those in schools for white children. His wife fully shared his enthusiasm. With her cooperation he erected a building adjoining his residence, calling it

Andrews Hall, in honor of the first missionary to the Five Nations, and in the spring of 1859 opened a school with a number of Indian children he brought from the Chippewa country. A few months later he added several Sioux children, thus bringing together in the same household members of the two Northwestern tribes that from time immemorial had been inveterate enemies. The motives and self-sacrifice of Dr. and Mrs. Breck in this work were above praise, but their hopes were not realized. The change was too great for these few children of the forest. They could not bear the confinement and restraints of a civilized home, but pined away and died in such numbers the attempt had to be abandoned, and the Indian school was given up. Dr. Breck's original plan was to found a university, with its primary and preparatory departments, and college and professional schools. In fact, in 1858 he had given the educational work the ambitious name of "The Bishop Seabury University." This was before the wonderful development of the public-school system began, and the lavish provision was secured which made the State University its crown and glory. When, later, it became apparent that the State would so liberally provide for higher education, a more conservative plan was decided upon, and the idea prevailed that greater service would be done the State as well as the church by concentrating the effort, in addition to the Theological Seminary, on institutions for secondary education, and establishing what is hoped will become strongly endowed schools for the training of boys and girls, whether for college or for entering at once upon the more active duties and responsibilities of life. If anything beyond is undertaken in the future, it is believed a more feasible and a wiser plan will be to erect and endow a hall, in connection with the State University, and unite our higher education with that of the State.

Bishop Whipple came to the diocese in 1860. The foundations already laid and the plans for the future were largely the determining causes of his choosing Faribault as his place of residence and the center of his work for the diocese. He at once lent all the influence of his strong personality to the founding of this system of schools. Immediate steps were taken to organize it on a permanent basis. All that had been done up to this time was largely an individual venture. Dr. Breck was chiefly responsible for it, providing for its support and directing its work. The bishop at once took it up as a part of his diocesan work and incorporated it under the general laws of the State, with full collegiate powers, and placed it in the care of a board of trustees. Its charter was secured May 22, 1860, and the name chosen was "The Bishop Seabury Mission," in honor of Seabury, the first bishop of the American church. It is a close corporation, with the bishop of Minnesota *ex officio* a trustee and the president, and all other trustees, clerical or lay, members of the Episcopal Church. Such men of prominence in the State as Hon. H. T. Welles and Judge

Isaac Atwater and Judge E. T. Wilder were among the first, and for more than thirty years active members of this corporation. Its object was declared to be "the diffusion of religion and learning according to the principles of the Protestant Episcopal Church in the United States of America." It is empowered to purchase, take, and hold real and personal estate, to sell, lease, and dispose of the same, and to exercise all other powers not inconsistent with the laws of the State, and necessary for carrying out the objects of the association.

SEABURY DIVINITY SCHOOL.

At the first all the departments were carried on together. There were no endowments, and for years the work was largely dependent for its support on the proceeds of the "daily mail." Dr. Breck had a genius for interesting his correspondents in the work of the newly opened West. He was one of the most tireless of letter writers, and morning, noon, and night, at home or abroad, if he could snatch ten minutes of leisure from his busy life his pen, ink, and paper came forth from the little black bag that was his constant companion, and the letter writing was resumed. The result was for years a constant inflow of gifts by churches, Sunday schools, and individuals for the acquirement of grounds and buildings, the erection of churches, and the maintenance of the mission and schools.

The new corporation continued the work on much the same lines as before till means could be secured for its expansion. As the preparation of young men for the ministry to meet the needs of the new diocese was looked upon by the bishop and his coworkers as the most important and pressing part of the educational work, the divinity school received their first attention. The Rev. Dr. Manney was a profound scholar in nearly all departments of theological study, and for several years did all the more important work of instruction in theology. As soon as the resources of the mission would permit, other professors were added and the school reorganized on a permanent basis. The first permanent building, named Seabury Hall, was erected for this department. It was located in a dense forest on the grounds that were afterwards set apart for the use of the boys' school, and was completed and occupied in 1864. The late Rev. Elisha S. Thomas, D. D., afterwards successively rector of St. Mark's, Minneapolis; St. Paul's, St. Paul; and bishop of Kansas, became its first resident head and professor of Greek Exegesis and Hebrew. Dr. Manney was relieved of much of his multifarious work by subsequent appointments as the school grew in numbers and the means of support increased. He retained the chair of divinity until his death in 1869. He was succeeded by the Rev. Samuel Buel, D. D., who had for some years filled the chair of ecclesiastical history. In 1871 Dr. Buel was called to a professorship in the General Theological Seminary of New York, when the Rev. J. Steinfort Kedney, D. D., suc-

ceeded him, and at this writing he still fills this chair. Meantime Dr. Breck, who had been professor of liturgies, rector of the parish, correspondent of the mission, and secretary of the corporation since it was formed, resigned all these positions that he might go again to the frontier and begin still another new work. In furtherance of this plan he removed to California in 1867, where he labored on with the same self-sacrificing, heroic spirit that made Nashotah and Faribault until his death in 1874. He was the pioneer in church work in Minnesota and the founder of its educational institutions, and his spirit largely pervades it to this day.

Beginning with the autumn of 1865, this department shared its building with a number of boys and preparatory students who formed the nucleus of what afterwards developed into Shattuck School. The two departments were thus carried on as one family until the building was burned on Thanksgiving Day in 1872, when the divinity school was removed to its present location a mile south, and a new Seabury Hall was built for its occupancy in 1873-74. The funds for its erection were contributed by the trustees and friends in the East and in Minnesota. Fifteen years later Johnston Hall was added to provide better accommodations for the library, lecture rooms, and additional rooms for students. This was built by the proceeds of a bequest of Mrs. A. M. Huntington, as a memorial of her father, Mr. William S. Johnston, of Chicago.

The wisdom of the founding of Seabury has been abundantly shown in the results of its work. Beginning with the ordination of its first graduates, George C. Tanner and Samuel D. Hinman, in 1860, every year since has added to the number of those who have received their training here for their life's work. Judging from the large proportion of the clergy in Minnesota who are graduates of Seabury, it would have been impossible without it to provide workers for this large field. Nor has Minnesota alone been the gainer. Of the 250 whom Seabury has educated for the sacred ministry, a large proportion have been drawn elsewhere. They are doing successful and loyal work in 37 dioceses of our own country, and in Canada, England, Wales, West Australia, and Japan. The list includes the coadjutor bishop of Minnesota, the bishop of Kansas, and the heads of Seabury and Shattuck schools.

All this and much that can not be made a matter of record is the result of early work of the most discouraging nature. The school began with no endowment or assured support. The salaries of the professors were meager and uncertain. The sole dependence was the offerings of the church and the donations of individuals, often both tardy and scanty. The struggle was a long one; the future dark, and the prospect discouraging. Only the faith of men who had committed all to God and who trusted in the Divine care could sustain those who made this venture for the sake of Christian education. The names

and memory of Breck, Manney, Thomas, Knickerbacker, and others have been built in with the very foundation stones of the noble buildings that have been reared, and of the blessed work their self-denying labors and their faith made possible for the Seabury Mission to do for God and humanity in all time to come. But the burden of this and the financial care rested upon Bishop Whipple more than upon all others. In addition to the usual and necessary cares of his office as bishop of a great diocese, he largely assumed this, also; and by incessant effort through his letters, addresses, and personal appeals he secured the sympathy and aid of many large-hearted and liberal givers, both for the current expenses and for the permanent endowment of the school. When no one else could, he carried it through the perils of infancy and poverty, and his influence and persuasiveness put it on the splendid foundation it now rests on by the endowment of professorships and many scholarships. Neither the school nor the church is ever likely to realize the profound debt of gratitude it owes to him for the burden he has borne these many years in so securely establishing the Seabury Divinity School.

SHATTUCK SCHOOL.

As related above, Shattuck School was a part of the outgrowth from the mission day school established by Dr. Breck. With the increase in the population came frequent applications for the admission of nonresident boys. The establishment of a boarding school was from the first a part of the plan. With this demand from the outside, the initial steps were taken in the autumn of 1865 by the organization in a small way of a grammar department in connection with the Divinity School. There were at first but two instructors, a mere handful of boys, many of them preparing for the Divinity School, and no resources for building or for adequate equipments. It secured a foothold only by being taken into the building already provided for the theological department, and by the fact that it could be carried on under the same general management and as a part of the same family. Dr. Breck assumed charge as the resident head of the two departments, with James Dobbin, then a candidate for holy orders, as assistant. This arrangement was of short duration, as Dr. Breck resigned in April, 1867, when his assistant was placed in charge as rector, a position he still holds after a lapse of more than thirty-five years. The work and growth of the school as a separate department may be said to date from this change in management, though the two schools continued to mess together, and in part to occupy the same buildings several years longer. Its first separate building was erected two years later. It was named in honor of George C. Shattuck, M. D., of Boston, Mass., partly for the reason he was the largest contributor to its building fund, and partly in recognition of the generous aid he had previously given to Bishop Whipple in laying these and other

foundations. Shattuck Hall was the only important building for several years, and in the gradual growth and addition of the chapel and other buildings its name was naturally applied to the whole institution. With its completion the success of the school soon seemed assured, even in the absence of a strong financial support, by the generous patronage that was at once extended to it by our own and neighboring States. It had been undertaken in the faith that the time would come, if it was not then, when the Northwest would need, and it was confidently believed would support, a training school of the first rank, and this need was anticipated by laying the foundations with those of the State. This confidence has been justified by the result. In the entire absence of endowments it has had to depend on its own earnings for support. Yet it has been so managed that with the generous patronage, which, except at intervals in the most depressed times in the business world, has filled it to its utmost capacity, it has paid from its earnings, without the contribution of a dollar from any source, the entire cost of its maintenance, has met the expense of furnishing the buildings and laboratories as they have been built, and contributed a large sum in the improvement of the grounds, and in aiding worthy but poor boys in their education. The only contributions received have been applied to the erection of permanent buildings, or put at interest as a scholarship fund, according as the terms of the gift or the bequest required. The growth and development have been steady and constant, till it has become one of the largest schools of its kind in the United States. A high standard of excellence in scholarship has been maintained from the beginning, strength has been added to the teaching force from time to time by the increase in their numbers, and the employment and long retention of specialists in the various departments; the greatest stress has been laid on the most important of all work in the training school, the training and molding of character, teaching boys how to work efficiently and thoroughly, to set for themselves high ideals of character and attainment, and to help them in every way by careful instruction, by instilling right principles, by judicious restraint and discipline, and by throwing around them the association of the daily religious worship and influence of the beautiful chapel, to fit themselves for the important duties and responsibilities of a Christian manhood and of American citizenship. Its widespread reputation for efficiency and thoroughness in this training attracts boys from more than half the States of the Union. It numbers already among its alumni and old boys upward of 2,500. A large number have been prepared for the leading colleges and universities; many more have been eminently successful who went directly into business and mechanical pursuits. They are found in positions of responsibility and of honor in nearly all cities and large towns, especially of the Middle West and of the Western States and Territories. They give abundant proof that the

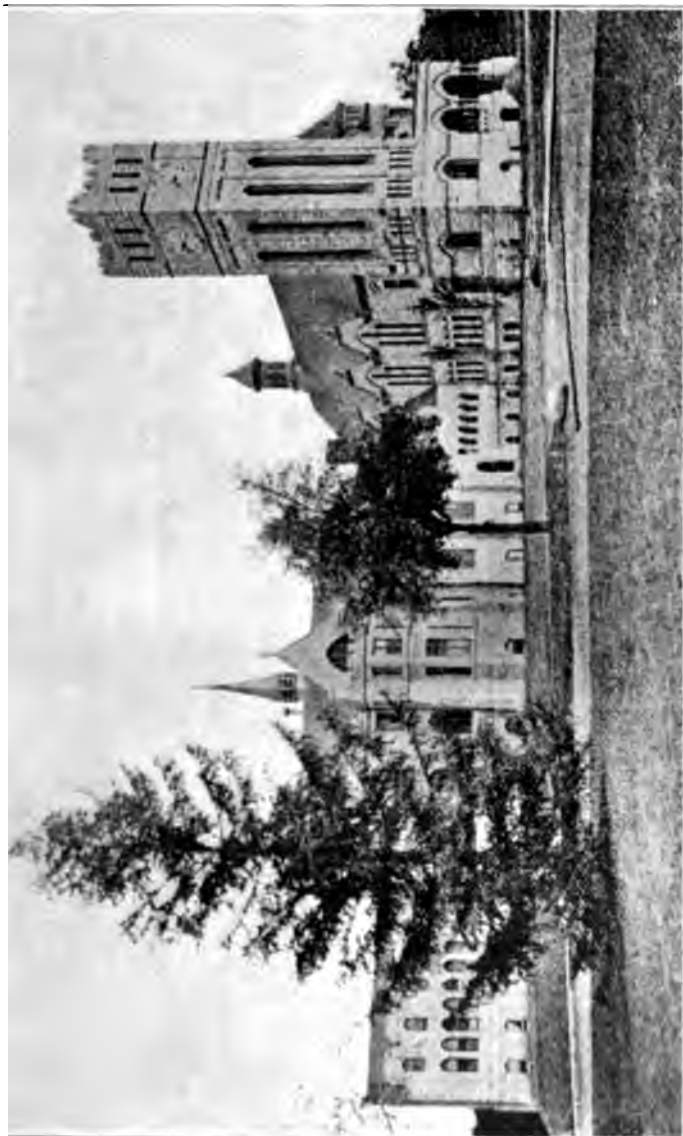
training of the school is efficient and practical, and that it brings out the manly qualities of a boy's character in an eminent degree. It is believed the foundation has been laid of one of the strong, successful, and permanent institutions of the country for secondary instruction, and that in our complex civilization it has a most important work for the country before it as a training school for the boys of this mighty empire that is so rapidly growing up in the Northwest.

MATERIAL EQUIPMENT—THE GROUNDS.

In the material equipment few schools anywhere surpass it so far as the plans have been carried out; and it can be safely said that so judiciously have its funds been expended hardly any school possesses such a splendid property or makes such an impression on the public as Shattuck for the amount of money that has been contributed. The grounds and country surrounding it are wholly unlike the Western prairie country, being more like that common in New York or New England. The grounds comprise 150 acres situated on an abrupt bluff 100 feet high and overlooking the town, a half mile distant. The view to the town and the country beyond is extensive and beautiful. The native timber, well cleared of the underbrush, is preserved on a great part of the school property. The appearance of the entire domain with its green lawns, its native groves, its numerous and stately buildings, its fine parade and macadamized driveways, is quite like that of a city park, and it would do credit to a much older institution. Thirty-five years ago the site was covered by a dense forest of hard maple and oak. It was at one time a "sugar bush," and even as late as 1859 a band of Sioux Indians returning from Wisconsin, where they had killed two Winnebago, stopped here on their way back to their reservation and held a scalp dance on the very spot now occupied by the beautiful memorial chapel of the Good Shepherd.

BUILDINGS.

Several buildings of the beautiful native limestone and a number of cottages for residences are picturesquely situated in various parts of the grounds. All the school buildings proper are warmed by steam, and the grounds and buildings are lighted from an Edison incandescent electric light plant, owned and operated by the school. It is abundantly supplied with water for domestic and fire purposes from the city waterworks. The dormitory buildings are generally divided into rooms for two cadets, with a few single rooms for boys who may be better off by themselves. These rooms are furnished by the institution with everything essential to the comfort of the occupant and are cared for by the housekeeper, an official inspection also being made daily to inculcate good order and tidiness on the part of the cadets. The boys are not required, as in some military boarding schools, to make their beds and care for their rooms, nor do they furnish any-



Smyser Memorial

Morgan Hall.

SHATTUCK SCHOOL, FAIRBAULT.

Shumway Hall.

thing in the way of bed and table linen. One or more of the teachers reside in each building occupied as a dormitory and are responsible for the presence and the good order of the boys assigned them.

Shattuck Hall, built in 1868-69, was the first permanent building. During the early years it provided accommodations for all the work of the school. It is now used exclusively for dormitory purposes, with the tailor shop for the manufacture of the cadet uniforms in the basement. It is three stories, built of the native limestone, and cost \$15,000. Following this first building, most of the earlier ones were erected from time to time only as the pressure for more room by the rapid growth of the school made them imperative, and then an effort was made to raise a portion of it by contributions from the friends of the school, and the remainder was paid as it could be out of the earnings. They were necessarily plain, but were made substantial and always with an eye to permanence. That has ever been the settled policy of the founders—to build only as they could build well and always for the future, laying foundations, preparing as well as they could with the means at command for their successors to build upon more largely as the resources of the school shall become sufficient to carry out the generous plans for its further growth. The later buildings are more stately and beautiful. They were generously provided for by specific gifts, which allowed greater freedom of design and a more massive construction. In architectural effect and substantial construction they will compare favorably with those of the best-equipped schools in the country.

The Memorial Chapel and Shumway and Morgan halls are especially noteworthy for their beauty and adaptation to their purpose. They would attract attention in the largest cities and in the oldest States. The chapel was the gift during her lifetime of the late Mrs. Augusta M. Huntington, of Chicago. It came about in the good providence of God by what seemed an accidental meeting of Bishop Whipple and Mrs. Shumway in Nice, where they spent the winter of 1869-70. With the bishop's mind and heart full of the new venture of faith in what was then almost the western wilds of this border town, and not knowing where the resources for the needed buildings would be procured, the plans and hopes for this educational work were a frequent theme of conversation. Mrs. Shumway came after a time to share his interest and enthusiasm and offered to give \$10,000 for the erection of a chapel, thus making the building for divine worship one of the first on the grounds. As the matter was studied and the plans developed she increased her gift until it became nearly \$30,000 by the time the work was completed. It was made beautiful as a memorial of her little daughter and a fit expression of the sacredness with which the house of God should be clothed in the eyes of boys. Who can estimate the softening and hallowing effect of the beautiful daily service of prayer and song and sacred instruction on every boy who

opens his mind and heart to its influence? Outwardly the chapel is one of the striking features of the beautiful landscape. It is situated in a charming grove of young native trees, with most of the other buildings, present and prospective, fronting toward it. It is of a pure Gothic style, in the native limestone, after plans by Mr. H. M. Congdon, of New York. Nothing necessary for the worship of God after the ritual of the Episcopal Church is wanting. The floors of the chancel, choir, aisle, and vestibule are laid with imported tile in artistic designs. The steps to the choir, chancel, and altar are of white marble, relieved by illuminated texts in blue. The windows are of London stained glass of exquisite design and color, the effect being greatly heightened from the fact that they were all designed and made by the same artist and with a view to their harmony. No church anywhere in the West has throughout such beautiful and artistic windows. The furniture is of solid oak, the seats running parallel to the aisle, as in English collegiate chapels. Daily prayer has been maintained in it during the session of the school from the time of its consecration. Holy communion is celebrated every Sunday, and evensong, with a sermon, in the afternoon. Attendance at daily prayers and the Sunday services is required. Special voluntary services are held during the Lenten season. A well-trained choir of 40 boys' voices adds greatly to the effect and interest of the services. The influence, even on boys of no religious conviction, of a beautiful building that is wholly reserved for the purpose of worshipping Almighty God with no admixture of secularism is seen partly in the fact that for more than twenty-five years the doors have never been locked nor anyone excluded at any hour of the day or night, and yet no one ever thinks of its being molested or misused. Such an adjunct to a boy's training in the most susceptible years of his young manhood must have a marked effect upon him, even though the full effect is not seen until maturer years. Many an old boy who in after years has become a Christian has made the rector's heart glad by assuring him that the first impressions were made and the seed sown all unconsciously to himself when he was attending these services as a thoughtless schoolboy in the beautiful chapel of Shattuck School.

Shumway Hall was built in 1886-87 at a cost of \$82,000. This sum came from a bequest made by Mrs. A. M. Huntington for the benefit of the school. The building is a memorial, directed by her to be built and to be given the name of her former husband, Horatio G. Shumway, late of Chicago. From the same bequest the sum of \$88,000 was set apart for the endowment of a number of half scholarships to aid in the education of boys who are in need of assistance. The building is of limestone, with sandstone trimmings; is of a Gothic style of architecture, after plans by Wilcox & Johnston, of St. Paul, and is surmounted by a massive square stone tower 108 feet in height. It is an elegant building, admirably adapted to its purpose, and uni-

versally admired for the dignity and beauty of its architecture. It provides for all the intellectual work of the school, and contains the rector's and the general offices, reception room, an auditorium, laboratories, library, reading rooms, etc. The class rooms are fitted up with the college adjustable seat, and with a large surface of Pennsylvania slate for blackboard purposes. Provision is made in the large study room for all members of the school, with the exception of the graduating class, to do their work during the usual school hours and in the evening under the care of a teacher. The auditorium is a most satisfactory room, one of the best in the country. It is finished throughout in heavy oak panels and with a high-vaulted roof, and reminds one of the Sanders theatre at Harvard. It provides nearly 700 sittings, and its acoustic properties are admirable. The massive stone tower contains one of the finest clocks manufactured by the Howard Watch and Clock Company, and four bells of remarkable sweetness of tone, so arranged as to strike the quarters, as in the Westminster chimes. They were made by the Meneely Bell Company, of Troy, N. Y.

Morgan Hall, built in 1889, was the gift of Mr. Junius S. Morgan, of London, England, who donated \$50,000 to its erection. It is situated immediately west of Shumway Hall, and is connected with it by a wide, open corridor. Its principal feature is a grand dining hall, 36 by 100 feet and 18 feet high. The self-supporting floor above leaves the entire room free from obstructions. The large bay on one side, a deep paneled oak ceiling, and the bright Gothic windows of stained glass add greatly to the attractiveness of the room. No school or institution has a more attractive, beautiful dining room. An addition to the rear provides ample room for the kitchen, scullery, pantries, etc., on the same floor. All other conveniences for a first-class establishment, including servants' quarters, dining room, etc., are placed in the basement. The story above is used for dormitory purposes.

The physical building.—A special feature of the school is the unusual attention given to physical culture. In this climate, with its long, rigorous winters, much of this must be done indoors, and this necessitates a large building, so arranged as to provide facilities for all the various exercises of a complete system of physical training. The building as arranged contains an armory 65 by 134 feet in the clear, and gymnasium and bowling alleys 65 by 100 feet, barber shops, closets, baths, 200 lockers for the use of cadets exercising in the gymnasium, rooms for the physical instructor, office for the commandant, band room, and a large room for billiard tables. The walls throughout are lined with pressed brick, the supports of the floor and roof trusses are of iron, and the building is made practically fireproof. It is to be warmed, the same as the other buildings, from the central steam plant. This building is to be ultimately connected with Shum-

way Hall and the library and reading room by a covered passage or cloister. The main reliance for the physical training, however, is the military drill, to which about an hour a day is devoted, and a system of light gymnastics called the "setting-up drill," which is done under the direction of the commandant, and occupies about a half hour four or five evenings a week. Besides this, instruction is given in gymnasium work during the winter months, modeled after the system of Dr. Sargent, of Harvard. During the season for outdoor sports all the usual games are very successfully carried on with the encouragement and assistance of the institution.

SCHOOL ORGANIZATION.

As appears above, Shattuck School is a department of the Bishop Seabury Mission. It is a boarding school, and its object is to take charge of and give careful training and thorough instruction to boys and young men who go from home for better educational advantages; to provide them a home in the school with their teachers, and by careful physical, intellectual, and moral culture to train every side of their nature in preparation for their duties and responsibilities as men. It takes high rank among the secondary schools, but lays no claim to the name any more than to the rights and privileges of a college. Its founders were impressed with the fact that the need of the country is not an increase in the number of small, weak colleges, but of strong, vigorous training schools in which, besides sound elementary instruction, boys shall receive careful discipline and training during the years when they are most susceptible to these influences in forming their characters and habits of life. They believed this can best be done at an earlier age than that at which boys enter college, and more wisely in a carefully managed boarding school than in many homes or in the college life, where the necessary discipline can not be maintained. A system was adopted which preserves something of the intimate and helpful relations as well as restraints of a well-ordered family and in which the instructors assume the responsibility for the conduct and personal care of boys, together with their instruction. This idea of training—of developing boys in manliness and efficiency, of molding the character under moral and religious instruction and influence, and instilling habits of obedience and industry—is the prominent one of Shattuck School. It is remembered that the boy is to be the man. The training that will rightly prepare him for his manhood is worth more to the average boy and man than all the mere knowledge any school can give him. The regulations provide for the admission of boys of 13 years and upward, with the absolute control of them. The institution becomes responsible for them in every way and cares for them as children of the school family while preparing them thoroughly for any college or university they



SHUMWAY HALL AND BATTALION, SHATTUCK SCHOOL, FAIRBAULT.

may wish to enter, or giving them an advanced course that will better fit them for a business life.*

Aside from its other advantages, which to most boys are many and great, such a system gives to those who are not looking forward to a higher institution much of the association of college life. Their daily intercourse with other boys, their rubbing up against each other, by which every boy must make his way and win his place in competition with many others, results in his becoming self-reliant, manly, independent, forceful, and conscious of his own powers if there is anything in him, and helps him to know how to get on with others before he goes out to battle in much the same way with the world. If he goes to college, the benefit of the discipline and preparation in a good training school is equally valuable. It is the same life, on a lower plane, as that which awaits him in college. He has already had experience of much that is distinctive in college life while under the helpful restraints and guidance of the school, so is in less danger of running into excess when the restraint is removed and he is left to his own guidance. He has become self-reliant and independent by learning to understand himself and others better. It prepares him to take a relatively higher position in a college class made up of young men who have not had similar training.

MANAGEMENT AND DISCIPLINE.

The rector is, under the trustees, the executive head, charged with the entire management of the temporalities as well as the educational work of the school and with full power and responsibility for its discipline and financial success. He nominates all instructors for appointment by the board and employs and superintends all employees. Partly as an aid in the discipline and management of the large number of boys, but chiefly for its preeminent usefulness as a means of physical training, of cultivating attention, promptness, precision, and obedience, and developing an erect, manly carriage, a military department was added at a very early day. Advantage was taken of an act of Congress which provides for the detail of army officers for "military instruction in schools and colleges," and successive details have been made, first from the active list and later from the retired officers. The officer detailed is commandant of cadets and a member of the faculty with full charge of the military routine. In giving the school

* In 1901 the rector carried out a long-cherished plan of establishing a primary department for little boys of 7 to 12 years of age. This was done by giving up his residence and enlarging it for the purposes of the school. It is a charming situation nearly a mile from the upper school. The grounds, largely wooded, comprise 75 acres, and are so ample for all requirements, and at such distance from the upper school, that there is an entire separation of the older and younger boys. The building is most substantially built of stone, it being the intention to make the school a permanent feeder of Shattuck. The number is limited to 20, in order that these children may have the advantages of true family life in a refined Christian household.

this semimilitary character, it was in no sense with the object of providing for the control of unruly boys who could be managed only by the strong arm of a military system. It was never the intention to adapt the school to the needs of such boys. Its purpose is to attract boys of character, who willingly seek and adapt themselves to its physical as well as its moral advantages and requirements in connection with its excellent intellectual advantages, and to deepen and strengthen in such boys who need developing rather than reformation the necessary habits of obedience and self-control and a manly respect for law and authority. It is assumed as a proper object of any school of training that boys will be admitted who for their best development need just the physical training and the restraint and discipline the school gives as much as they need the instruction, not because they are bad, but because they need help and guidance to make the most of themselves. But the school never intentionally or knowingly admits a boy who is vicious in habits or disposition or is incorrigible and needs to be reformed from such habits. Unworthy boys may sometimes be admitted, and when this happens they ought to have a chance till they show whether they are anxious to have help and to help themselves and are willing to comply with the requirements and to improve and to do their duty. When they prove, as sometimes they do, that this is not their desire nor their intention, it is only a question of time when they are removed by request or quietly dropped or dishonorably dismissed, as each individual case makes necessary.

In carrying out the intent of the Government in giving this aid the War Department provides the cadet rifles and artillery for drill and an annual allotment of both blank and fixed ammunition for practice firing. All target practice is required to be done under the immediate supervision of the commandant. Boys incapacitated by any physical defect for taking part in the drill are not as a rule admitted, and all cadets are required to take part in the military exercises unless excused for cause. The system is thoroughly carried out and made of the greatest value in many ways. It embraces all the routine of the Government schools that is essential, and in all this reaches an unusually high standard of excellence, as is testified to by the Inspector-General of the Army and the West Point officers at their annual visits and inspections. The battalion is ordinarily divided into four companies, with a full complement of officers, chosen from the cadets. This assignment is made by the commandant from a list of "eligibles," subject to the approval of the rector. As a rule the appointments are made from the members of the highest classes, the commissioned officers, when possible, from the senior class, and are determined by character, the ability to command and manage others, and the standing in scholarship. The officer of the day, with his sergeant and corporal, constitute a daily "guard," and their duties are to attend during their tour to the military details for the day, and such other duties belonging to the routine of the discipline and the good order

of the school as may be assigned them. Every facility is provided by the authorities for carrying out in good faith the purpose of the Government in making this provision for military training. The physical and moral results more than compensate for the cost of maintaining this department.

THE ACADEMIC WORK.

It is the aim of the authorities to employ the best teaching force available, and to make their connection with the institution as permanent as possible. The rector, the Rev. James Dobbin, D. D., has been connected with it since its foundation, and has been at its head since April, 1867. Several of the instructors have held their positions from six to twenty-four years. The faculty consists of fifteen men who are making teaching a profession. The course of study is arranged in departments with a view to the employment of specialists, who, as a rule, teach but the one subject which they have made the object of special study and preparation. They are all graduates of colleges or normal schools. The class rooms are so arranged that no instructor has charge of any of the cadets during a recitation except those belonging to his class or section. The preparation of lessons is made by all, except the members of the graduating class, who are permitted to study in their own rooms, in a general study room under the care of a master competent to assist a pupil in any subject in which he may require it. No recitations are held in this room. The six class periods have a uniform length of fifty minutes, and the required study period includes an hour and a half to two hours additional in the evening.

The curriculum is arranged for two departments. Boys who are not sufficiently advanced to take up one of the graduating courses are placed in a preparatory department for a year of thorough training in the common English branches. As a rule this is intended for boys of 13 to 15 years of age. Following this, the graduating courses, requiring four years each, are four in number: The classical, Latin-scientific, scientific, and English. The classical includes all the usual studies preparatory to the most exacting colleges and universities. The Latin-scientific requires Latin throughout the four years, with the substitution of history, two years of German or French, and a year in chemistry, with laboratory work. The scientific course requires two years of Latin, followed by German, and physics or mechanical drawing, and an admirable course in constitutional and economic history. The English course makes a specialty of the English language and literature, adds physiology and botany by the laboratory method, otherwise following the line of work in the scientific course. Corresponding diplomas are given for the completion of these several courses. The amount of work done in mathematics meets the requirements of all colleges and technical schools. It provides also for a commercial course that may be taken in lieu of the higher mathematics by those who are preparing for business pursuits

on the completion of their studies here. All others continue the regular mathematical course through higher algebra, solid geometry, and trigonometry, and the last few weeks make a thorough review of the entire course in mathematics.

HISTORY AND POLITICAL ECONOMY.

In history and economics the effort is made to develop the work much beyond the ordinary range of the preparatory school, and much more time than usual is given up to it in the courses that will permit of it. Very thorough work is made of the study of our own history. English and general history are treated by text-book and lecture with as great fullness as possible, especially in their relations to the beginning and the development of our own country, five hours a week for a year being given to it. The subjects of political economy and government and economic history are pursued the two following years with a view to bringing out the underlying principles of the industrial and commercial questions of the day that are within the comprehension of the pupils. The prime object is to familiarize them with their duties and responsibilities as citizens; and the work of this department is carried very much beyond the requirements of any college for admission for the sake of those who will not pursue a higher course of study. In this, as in other departments of instruction admitting such collateral work, quite a wide range of reading is required, with a view to mastering the subject instead of confining the attention of the student to the narrow limits of a single text-book.

ENGLISH DEPARTMENT.

The authorities are alive to the importance of a thorough and systematic study of our own language, and an unusual amount of time is given to it. The course begins in the preparatory department with oral instruction and the study of the simpler principles of the language, and is continued in the lowest class of the graduating course by a thorough study of practical grammar and daily exercises in writing and composition. The following year special attention is given to the study of rhetoric and the etymology and history of words, and a beginning is made in the study of some of the masterpieces of English and American authors. This practical study of literature and its development is continued through the course. Many of the best authors are read and studied, and choice passages are required to be committed to memory. In the junior class considerable attention is given to the history of the language. The aim of the instruction is to teach the pupils to recognize good English and to know how to use it, as well as to cultivate in them a taste for good reading. In the senior class more technical work is done, and the authors studied are those prescribed by the New England Association of Colleges for

entrance examinations. Particular stress is laid on composition, theme writing, and extemporaneous writing in class through the entire course.

LATIN AND GREEK.

The classical department is arranged to give a boy a careful and full preparation for any college or university. It embraces the reading of the usual classical authors as required by the best colleges. Special attention is given to the drill in grammar through the entire course, and increased facility in reading and translation is secured by frequent exercises in sight reading by the advanced classes. All boys pursuing the classical course are required to take the full course in English and mathematics and some German or French.

CHEMISTRY AND PHYSICS.

In these branches the work is so arranged as to make them distinctively laboratory courses. Each one runs through an entire year, with five recitations a week and an extra hour for the laboratory work. Experiments performed under the immediate supervision of the instructor are made the basis for a study of some of the more important elementary principles. In chemistry special stress is laid on neatness and order in manipulation and accuracy in observing and recording results. As the work advances a greater proportionate credit is given for a knowledge of the properties and relations of the elements. A few of the more common elements are studied in detail, and others are discussed in the light of their relation to these. Much time is given to the study of the relations of the small number of facts presented and to training the power of reasoning from analogy. Pupils are expected at the end of the course to be able to identify any substance used by them in their experimental work during the year.

In physics a smaller number of principles than are usually included in the elementary text-books is studied. These are, however, taught in most cases as deductions from experiments performed by the pupils. Time enough is given to each experiment to permit of measurements as accurate as may be practicable with the kind of apparatus used. Pupils are encouraged to study carefully the limit of accuracy of their observations, and clearly to perceive sources of error. Collateral reading is required in connection with each experiment, and careful attention is paid to the matter of arranging and recording results. It is not expected that pupils who have taken this course will be able to pass an old-time examination in "natural philosophy," but the drill in accuracy and reasoning and the acquisition of a careful habit of thought in considering phenomena are regarded as of much greater value. This course lays a suitable foundation for the study of physics as the subject is now taught in the most

advanced colleges and technical schools. The same method is used so far as it applies to the study of botany.

Such a treatment of these subjects requires that ample means shall be provided for the laboratory work, and this has been done. Separate rooms have been fitted up for the chemical and physical experimental work, some 3,000 feet of floor space in all being given up to this. No ordinary college laboratory is more complete so far as this goes for elementary physical and chemical investigation and experiment. The chemical laboratory is fitted up with tables of a convenient design for 28 students. Each one is provided with water and gas, pneumatic cisterns, hoods, and all conveniences to be found almost anywhere for elementary work. The equipment of the physical laboratory is hardly less complete, and is sufficient to enable the student to carry on a thorough course in elementary experimental physics, such as is required for entrance at Harvard.

DRAWING DEPARTMENT.

Practical instruction is given in free-hand drawing in the study of botany and physics. This is illustrative of the written discussion and description in the notebooks required of every pupil in these subjects. The members of the fifth form are given a thorough and valuable course in geometrical and mechanical drawing or in physics, as they may elect. The course in drawing requires two hours a day in the class room throughout the year. It embraces problems in descriptive geometry, and extends through conic sections and the helix. The instruction is given by means of models and diagrams and by the use of text-books. At least 25 plates are required of each pupil. A well-lighted and well-equipped room provides every facility for such work as is undertaken.

For support the school has been entirely dependent upon the income derived from the tuition and term bills. It has no other resources or outside assistance. A scholarship endowment of \$103,000 provides a fund for the aid of boys without adequate means for such training, but does not afford any independent income for the support of the institution. With this limited income it has always been made self-supporting, and has never received any aid by way of gifts or donations toward its current expenses. Several other buildings have been planned for the further growth and improvement of the school, some of which are very much needed, but the most pressing need is that of an ample general endowment. This is required for a still further improvement in the quality of the work, for a more liberal policy in aiding boys of ability and character but of limited means, for greater independence in its management, and to place the institution on a firm financial basis as one of the endowed secondary schools of the country.

ST. MARY'S HALL, FARIBAULT.

This school was founded by Bishop Whipple in 1866 to provide the best facilities for the education of girls in a Christian home. The bishop began the work in his own house, corner of Main and Sixth streets, with 15 boarders and 12 day pupils, his wife acting as matron, nurse, and house mother.

The first principal was Miss Sarah P. Darlington, a woman of strong character, who held the position almost continuously until her decease in 1881. Her influence is still felt in a marked degree. She left a bequest of \$2,000 for the Darlington scholarship, giving the school her library and \$500 to maintain it. In her absence, on account of ill health in 1869, her place was filled by Miss Lucy Winston, and in 1870 by Mrs. George B. Whipple. Her successors have been Miss E. A. Rice, Miss C. B. Burchan, Miss E. F. Brown, Miss Ella F. Lawrence, and the present efficient and accomplished principal, Miss Caroline Wright Eells. During Miss Lawrence's absence in 1892 and 1893 Miss Kate I. Cole was acting principal.

Bishop Whipple says in the council address of the first year:

All Saints' Day I opened St. Mary's Hall in my own house with service and holy communion. We have had residing in my family 32 pupils and have also had 18 day pupils. Rev. Leonard J. Mills was appointed chaplain. Miss S. P. Darlington principal, and Miss Jeanette Campbell, Miss Sara J. Smith, and Miss Josephine Fanning were assistant teachers. Our beloved chaplain only lived a few months to give us the benefit of his wise forethought and experience in its organization. He was a ripe scholar, a gentleman, and a loyal churchman.

Again the bishop says:

When I opened St. Mary's Hall, the venerable Archbishop of Canterbury, the Right Rev. Dr. Longley, wrote to me: "May you see rich and abundant fruit from your labor of love, and may all who listen to your wise and reasonable counsel have grace and strength so to profit that they may be your crown of rejoicing in that day. I would fain send these little ones in Christ my blessing across the Atlantic, and may the peace of God, which passeth all understanding, ever keep their minds in the knowledge of God and their hearts in the love of Christ."

The growth of the school required additions to be made to the bishop's home, and in 1872 he retired with his family to a separate residence. The school, having been brought to a condition of financial success, was formally incorporated and conveyed to a board of trustees by the bishop, to whom it then belonged. He selected to receive the trust the Rev. Edward R. Welles, D. D., Rev. Edward Livermore, H. T. Welles, Lorenzo Allis, Eli T. Wilder, Winthrop Young, and Gordon E. Cole. Mr. Cole was chosen secretary and held the office until his death in 1890. The gratuitous services of the Hon. Gordon E. Cole, as legal adviser of the bishop and board all these years, were of immense value. He gave \$500 to the library and for several years provided a scholarship.

The school continued in its first location until 1884. Meantime a tract of 13 acres on a bluff upon the east side of the town was presented to the board for a new building by the generosity of citizens of Faribault. A beautiful and commodious structure of stone was erected, accommodating 100 pupils and providing under one roof everything required (except chapel and gymnasium) at a cost of \$100,000. In 1889 another building of stone was added, at a cost of \$14,000, for a gymnasium and engine room. The whole building is heated by steam and lighted by an Edison incandescent electric plant.

The library contains about 3,000 volumes and is well supplied with books of reference. The standard of scholarship is high. The curriculum embraces all the departments of study usual in first-class schools for girls, and the requirements are such that, while graduates are prepared for college, many take only a partial course. The number of graduates is 186.

Among those who have served longest may be named the late Miss E. Whitney, teacher of English and literature, and Prof. John Foster, teacher of Latin and mathematics, and the late Miss Susan Phelps, health matron for twenty-five years. From the first Bishop Whipple gave the school his personal care and oversight. In this he was aided by his brother, the late Rev. George B. Whipple, who for sixteen years was chaplain and treasurer, until his decease, July 19, 1888. Bishop Gilbert now shares this care and oversight with a deep and active interest. Since 1889 the Rev. E. Steele Peake has been the chaplain.

As the name implies, the school is, in its best sense, a Christian school, with daily prayers, sacred studies, and public worship in accordance with the requirements of the Protestant Episcopal Church. The course of study embraces the church catechism, Old and New Testament, and church history. The spiritual oversight of the school is in the hands of the bishop and chaplain. The personal care of the pupils and all correspondence is with the principal. She is assisted by 12 efficient teachers, the matron, and an experienced nurse. Especial attention is paid to the health of the scholars. From the first the health of the school has been remarkable. There is a well-equipped gymnasium and a fine teacher.

The area of patronage has been extensive, reaching from the Pacific coast to the Lakes and beyond. For thirty-one years the late Mr. S. H. Kerfoot, of Chicago, gave a gold medal, known as "The Alice Kerfoot Medal," in honor of his daughter, the first graduate, to the pupil having the highest standing. Three other gold medals are awarded annually, the Bishop's Medal, for rapid progress in studies; the Nellie Dearborn Medal, for excellence in reading, and the Bishop Pinkney Medal, for proficiency in English.

By special efforts of the bishop, provision has been made each year for the education of daughters of missionaries. Scholarships have



ST. MARY'S HALL, FARIBAULT.



been given by J. H. Wyman, of New York, and the late Mrs. Hune-will, of Owatonna, Minn. The late Matthew Carey Lea, of Philadelphia, left a bequest, estimated at \$25,000, for general purposes.

Under the present management the school is doing most successful work. The advantages in art and music are especially fine. All departments are in the care of ladies of superior culture, under the supervision of Miss C. W. Eells, principal. The family life is that of a Christian home.

BOARD OF TRUSTEES.

The Right Rev. H. B. Whipple, D. D., LL. D., Faribault; the Right Rev. M. N. Gilbert, D. D., St. Paul; the Right Rev. J. D. Morrison, D. D., LL. D., Duluth; the Rev. J. J. Faudé, B. D., Minneapolis; the Rev. G. C. Tanner, D. D., Faribault; the Rev. H. P. Nichols, Minneapolis; Dr. J. W. Daniels, Faribault; Mr. E. W. Peet, St. Paul; Mr. J. R. Vanderlip, Minneapolis. The Right Rev. H. B. Whipple, D. D., LL. D., is president of the board; the Rev. G. C. Tanner, D. D., secretary.

Chapter X.

PILLSBURY ACADEMY.

By MARK H. DUNNELL.

It is a part of the history of nearly every denominational institution of learning in our country, that its beginnings were not only humble, but attended with very great labor and very many sacrifices. Many causes led to this result. A chief cause was the lack of a sufficient endowment to meet the current expenses. Some, indeed, were opened to students when no one could see the money to pay the bills of the first month. The presidents and professors of many colleges now well endowed and eminent for their large usefulness were forced to beg the money to pay their own meager salaries. A few dollars or pounds were deemed sufficient, in earlier years, to begin a college or university. Some of the schools were started too early, begun before the denomination was able to sustain them either with students or with money. Others came to an early end because of jealousies and rivalries. Hard times carried others away. Some, suspended for years, rose again, perhaps in another town or city, under the old or new name and with a modified course of study.

Whether the failures, permanent or temporary, shall equal in number the successes, yet the history of each is full of thrilling interest. Good men and women prayed and gave their money. They labored and sacrificed, though they were forced in instances to give up wholly, or for a time, their grand work, yet their conduct was none the less noble and inspiring.

The above has occurred to me as a fitting introduction to an account of the early efforts of the Baptists of Minnesota in the direction of education. While Minnesota was yet a Territory they began a discussion of the question incident to a resolve to establish an institution of learning which should be theirs to love and uphold. A spirit of progress animated them. It had its birth in the desire to strengthen their own bands and honor God. An early outcome of this discussion was an act of incorporation, passed by the legislature of the Territory, through the action of the Rev. Timothy R. Cressey, then pastor of the Baptist church at St. Paul, creating the Minnesota Central Uni-

versity. The board of directors provided for in the act of incorporation elected Rev. Timothy R. Cressey as president. Committees were appointed on location and the collection of funds. It was announced by the board that the city or town making the largest subscription in money and the largest donation in land for the site, other things being equal, should have the preference. The committee on location visited the places from which offers of land and subscriptions had come, and they finally recommended the acceptance of an offer of the citizens of Hastings of 10 acres of land and a subscription of \$30,000 for the erection of the first university building. This recommendation of the committee on location the board adopted, and at its meeting which fixed the location at Hastings, began the search for some person to be employed and empowered to carry out the conditions of the engagement entered into with the citizens of Hastings. For this delicate and important work the board selected Rev. A. M. Torbet, of St. Paul, who had been largely identified with the movement from its very start. He was made the financial agent and secretary of the board and empowered to carry out the plans of the board and the wishes of the friends of the university at Hastings. This important trust was not accepted by Mr. Torbet until after much consideration and a full canvass of the sacrifices to be made. A sense of duty finally led him to resign his pastorate and accept the work set before him. He at once entered upon his work, preparing plans and making arrangements for the erection of the academy building. In due time the foundation was begun and the corner stone was laid amid the hopeful rejoicings of many friends of education throughout the Territory and especially the people of Hastings. When this point was reached and while the financial agent was marshaling his forces for the completion of the academy building, with the cut stone and brick on the ground, there fell upon the people of the Territory the overwhelming financial crisis of 1857. It was like a thunderstorm from a clear sky. The people of the Northwest were crushed. Those good Baptists who had subscribed were all in the wreck. The Central University not only felt the shock but felt its killing blow. It was the thing which ended the great enterprise. Only those who lived at that day can fully realize why this result was so absolutely true. Men who had subscribed dollars were without a cent. The financial agent, who was unable to collect a single dollar, and who had expended from his own pocket much more than he had collected, in extreme mortification and sorrow abandoned the field and went to work to meet the demands of his own household.

At a later period, the Rev. Timothy R. Cressey, whose zeal and faith even the financial cyclone had not wholly scattered, thought he could collect funds in the East among old friends, and offered his services as agent. These tendered services were gladly accepted. He went forth with a few dollars of his own in his pocket, but came back

with none of his own money left and not a dollar for the university. That worthy man, on his return, spoke of his enterprise as a task he had never undertaken before and never desired to undertake the like again.

By some arrangement with the board of trustees, the Baptist Church of Hastings gathered up the fragments, stone and brick, and put them into what is now a public-school building in Hastings. The church, for a time, worshiped in a part of it. The obligations of the church were afterwards assumed by the Baptist State convention. Some of the books donated to the university in advance of any place to put them were saved to Minnesota, now Pillsbury Academy. D. D. Merrill, esq., as the representative of the State convention, also saved from the university wreck for the endowment fund of the academy the sum of \$2,719. The books and money above named were rescued from the \$7,000 which the Central University had cost. If space were allowed me, it would be pleasant to refer to the Rev. Joseph Bradley, Mrs. H. E. Bishop, and other noble men and women who were praying and planning for their school at Hastings when the crisis of 1857 put an end even to their hopes, so completely overwhelming was it. The prayers and labors of these worthy men and women were not lost. They have an answer in Pillsbury Academy. The charter of the academy is the charter of the Minnesota Central University, with proper amendments. Life came from death.

The Baptists of Minnesota made no other effort to found an institution of learning which should be under their control till 1874, when, at the Baptist State convention of this year, held in the city of Rochester, the committee on education reported in favor of early efforts for the establishment of such an institution. This report was unanimously adopted and was followed by the appointment of a committee "to receive proposals for the location of a Baptist academy and to do such other work as in their judgment they may deem necessary to advance the cause of higher education."

At the State convention held in St. Paul in October, 1875, this committee reported proposals for the location of the academy and further recommended that a committee be appointed to fix the location of the institution; that the denomination endeavor to raise the sum of \$50,000 as an endowment; that a finance committee be selected to have in charge the whole work of the endowment; that a committee should secure from the legislature an act of incorporation, and that the donor of \$20,000 should have the privilege of giving a name to the proposed academy.

In accordance with the above action, these various committees were appointed. The finance committee was duly incorporated under the laws of the State, and by the vote of the convention and the terms of its creation became the custodian of the endowment funds. Its incorporate name is "The Baptist Centennial Committee of Minnesota."

By the action of the committee on location and a vote of the State convention, Owatonna was selected as the site of the academy, which for a time was to bear the name of Minnesota Academy. The offer of \$15,000 from the city government of Owatonna was declined because it contravened the great principle of religious liberty for which the Baptists have suffered so much and so long contended. After the above rejection citizens of Owatonna subscribed the sum of \$6,195 and made the first payment on the lot selected as the site of the first academy building.

Under instructions from the State convention held at Owatonna in October, 1876, the finance committee met at Owatonna in May, 1877, and resolved to take immediate steps to secure funds sufficient for the erection of a building on the academy grounds, to the end that a school should be opened in the following September. Rev. Erastus Westcott, Deacon T. W. Stebbins, and the author of this article were appointed a building committee. Funds were raised to the amount of \$4,100. Ground was broken July 8, and the building was dedicated September 10, the school opening the next day. The six years which followed the opening of the academy, in 1877, were years in which the early managers of the school did much and suffered much. Extreme anxiety and ceaseless efforts were their portion. They were in search of money to meet the current expenses of the school and to increase the endowment fund. Rev. Erastus Westcott was the treasurer of the finance committee and financial agent of the board of trustees during these six years of struggle. He did work that entitled him to the lasting gratitude of the denomination, the present and future friends and patrons of the school. His firm faith and devotion to the cause of Christian education took him through. In June, 1883, he resigned the trust and the writer was made his successor, to whom he turned over in notes the sum of \$10,000. This included the \$2,719 saved from the Central University. Of this \$10,000 Mrs. Horace Thompson gave the largest sum, \$2,000. The next largest donation was made by Mrs. Sarah P. Butler.

At the State convention held in Owatonna in October, 1883, the needs of the academy and the endowment were set forth by the then treasurer, Rev. Erastus Westcott, and others. The convention, having taken no action, was about to adjourn, when, under a rallying cry raised by Rev. Fred T. Gates, \$10,000 was pledged, the citizens of Owatonna giving \$3,000.

With the interest from the nominal fund of \$20,000 and by contributions from the churches and individuals, the academy kept on its work till the Baptist State convention met at Minneapolis in October, 1886. At this convention Hon. George A. Pillsbury offered to erect a ladies' boarding hall if the convention would add to the endowment the sum of \$25,000. The grand offer was accepted, and pledges for the amount were then and there made.

Mr. Pillsbury redeemed his pledge both promptly and cheerfully. He caused to be erected the beautiful hall which so properly bears his name. Though it had cost him \$32,000, he withheld nothing that the structure needed. This hall was duly dedicated October 26, 1886.

At the Baptist State convention held at Duluth in October, 1886, the following preamble and resolutions were unanimously adopted:

Whereas our honored president, Hon. George A. Pillsbury, has with great expense and remarkable completeness erected the ladies' boarding hall in connection with our academy at Owatonna, and in full compliance with his pledge at the last convention: Therefore

Resolved, That the thanks of the convention and of the Baptists of the State whom it represents are hereby gratefully returned to Mr. Pillsbury with the assurance that his great and generous gift has further endeared him to us and has given to us a name that we and those who shall follow us will profoundly cherish.

And further resolved, That Minnesota Academy be hereafter known and called Pillsbury Academy.

In December, 1887, only fourteen months after the dedication of the ladies' hall, Mr. Pillsbury invited some of the trustees and a few of the prominent friends of the academy to a conference with him at his house. During this conference he announced his conviction that a new academy building should be provided, and proposed to erect the needed building, provided there should be added to the endowment fund the sum of \$50,000.

As an outcome of this conference the Rev. Fred. T. Gates was elected agent of the board to secure pledges for the \$50,000.

Mr. Gates soon entered upon his work and in a short time reported that he had received pledges for an amount somewhat in excess of the amount required.

In the early spring of 1888 steps were taken to secure the elegant site upon which the new academy building now stands. The foundation was laid in the fall of 1888. In 1889 the building was completed and ready for the fall term of that school year.

It may be safely asserted that no academy building better planned or better equipped can be found in the country. The well heated and ventilated rooms for study and recitations, its library, its laboratory, its gymnasium, its bathrooms, and its furniture render it both attractive and useful. The entire cost of this structure, including the apparatus, though exceeding the sum of \$52,000, was wholly met by Mr. Pillsbury. Its dedication was an occasion of great rejoicing and profound gratitude to God. The writer had the honor to deliver the historical address, and near its close used the following words:

Let the future historian have it to record that so great and so active was the gratitude which this building aroused in the friends of the school that its walls were crowded and kept crowded with the ingenious youth of the State. With this record will our friend, Mr. Pillsbury, be satisfied. The just results of the



PILLSBURY ACADEMY, OWATONNA. GENERAL VIEW.

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ends sought by these outlays of money are what he most devoutly desires. It is true that the thousands of youths panoplied and made strong by the armor of awakened and well-trained minds, acquired within these walls, will guard his name and make it as enduring as the granite within these walls, yet I do him the honor to express my conviction that a far better and nobler sentiment has moved him to make these large contributions to Christian education. He most desires to see the young men and women of the State gather here, yield to the processes of education, and so made strong for the great duties of life. He would see the aspiring and ambitious youth drawn here and find the mental and moral outfit for the great battles of life which lie just before them. The academy, peculiar in the atmosphere which surrounds it, has been the intellectual birthplace of some of the brightest men of the age. Mr. Pillsbury would have this academy so conducted that it shall give such men to the State, the church, and the world. What a grand use of that thing which we call money it is to devote it to the augmentation in the world of these intellectual and moral forces which are constantly needed for the preservation even of a Christian civilization. God bless the man whose heart prompts him to push himself beyond the time which is his into the time beyond, and thus, though dead, take a part in the augmentation of the nobler and better forces which future generations will need. With such a man the mere measure of days plays no part, for he is of the future as well as of the present.

The total amount paid by Mr. Pillsbury on account of the ladies' hall, the new academy building, repairs on the old academy building, apparatus, and payments in 1889 and 1890, in the extinguishing of the then floating debt, has exceeded by a few hundred the sum of \$97,000. Beyond this large contribution to the cause of Christian education in connection with the academy, he has paid a no inconsiderable sum toward the current expenses, and still further, he has annually paid the interest on \$25,000 which he pledged to the endowment fund when the \$50,000 were added to the fund.

In 1892 the school had outgrown its equipment, and notwithstanding Mr. Pillsbury's large donations already made, he was ready to meet the needs of the hour, and in one season erected a music hall, a two-story brick building, both ornate in architecture and admirably adapted to the use for which it was designed; a brick drill hall, 110 by 65 feet; and a central heating plant, from which all the buildings are now heated—some with steam, others with hot water.

At the same time the original academy building was moved farther east and was fitted up as a gymnasium.

The total cost of these improvements was about \$30,000.

For the last five years Mr. Pillsbury has also contributed from \$6,000 to \$8,000 annually toward the current expenses of the school, so that it has no debts.

With the completed new academy building in 1889, Prof. James W. Ford, Ph. D., a graduate from Colgate University, a ripe scholar, a teacher of large experience, possessing superior executive ability, and a Christian gentleman, became the principal. The wisdom of his selection has been abundantly proven by the largely increased attend-

ance, the harmoniously developed courses of study, and the full adoption of the best methods of instruction. The discipline of the school is severe, yet so kindly administered that the readiest compliance with it has been easily secured.

The principal is assisted by an able faculty. The friends of the school are justified in expecting it to become the leading institution of its kind in the entire Northwest. The Baptists of the State have seen the eminent liberality of the distinguished and honored Baptist whose name the academy bears. They will not be content to witness the donations of one man in the great denomination to which they belong, but will come forward at no distant day and erect a boys' boarding hall and other buildings as they shall be needed. They will see to it that the endowment fund shall grow with the growing needs of the academy, and so do their full part in making it an honor to the denomination, to the State, and the nation.

Since the opening of the academy, in 1877, more than 2,100 students have been admitted, and more than 300 have been graduated, 200 of these during the last eight years.

Graduates of the academy have entered the University of Minnesota, Hamline University, and Carleton College, in Minnesota, also Amherst College, and the universities of Harvard, Cornell, Colgate, and Rochester. Three are Christian missionaries in a foreign field; others are doing good work in the ministry and the other professions.

The number of students now in attendance is 286. There are the following courses of study, each four years long: The English scientific, the Latin scientific, and the classical. There are also well-organized courses from which students are graduated in piano, voice, art, and oratory.

It is deemed proper to make allusion to the condition of the endowment fund. Only the interest of this fund can be used to meet the current expenses of the school. When the Rev. Mr. Westcott was made treasurer, in 1877, he took no money with the trust. In June, 1883, he turned over to the writer, his successor, the sum of \$10,000, chiefly in notes. His successor, after a period of five and one-half years, was permitted to turn over to his successor a nominal fund of \$95,000, as in October, 1883, \$10,000 were added to the fund. In 1885 \$25,000 more and in 1888 \$50,000 were added to the fund. In 1888 the fund consisted in bank stock, notes, and pledges. Deaths, removals from the State, and financial failures had reduced the cash value of the fund to an amount not much in excess of \$70,000, and in 1897 the actual value had been reduced to \$25,000. If there be added to this amount the \$25,000 held for the time by Mr. Pillsbury, and upon which he pays interest, it will be seen that the academy practically has an interest-bearing fund of \$50,000. Within the next half decade this amount should be doubled. The academy grounds, the building, and personal properties have the value of not less than \$125,000.

This historical statement of what the Baptists of Minnesota have attempted, have done, and intend to do in the future for the cause of education in the great State in which they live is respectfully submitted.

[NOTE.—Since the above was written the Hon. George A. Pillsbury in his will endowed the academy with the generous sum of \$250,000.]

The following table shows the scope of the instruction given:

Classical course.

FIRST YEAR.

First term.	Second term.	Third term.
Latin: Allen & Greenough's Grammar; Collar & Daniel's Lessons; 5 hours. Mathematics: Greenleaf's Arithmetic, 5 hours. English: Maxwell's Grammar, 4 hours; American Authors, 2 hours.	Latin: Allen & Greenough's Grammar; Collar & Daniel's Lessons; 5 hours. Mathematics: Wentworth's Algebra, 5 hours. History: History of Greece and Rome, 4 hours. English: American Authors, 2 hours.	Latin: Allen & Greenough's Grammar; Viri Romæ; 5 hours. Mathematics: Wentworth's Algebra, 5 hours. Science: Martin's Physiology, 4 hours. English: American Authors, 2 hours.

SECOND YEAR.

Latin: Kelsey's Cæsar; Daniel's Composition; 4 hours. Greek: Goodwin's Grammar; White's Lessons; 5 hours. Mathematics: Wentworth's Algebra, 4 hours. English: American and English Authors, 2 hours.	Latin: Kelsey's Cæsar; Daniel's Composition; 5 hours. Greek: Goodwin's Grammar; White's Lessons; 4 hours. Mathematics: Wentworth's Algebra, 5 hours. English: American and English Authors, 2 hours.	Latin: Kelsey's Cæsar, 3 books completed; Allen & Greenough's Cicero; 5 hours. Greek: Goodwin's Anabasis; Collar & Daniel's Composition; 5 hours. English: D. J. Hill's Rhetoric, 4 hours; American and English Authors, 2 hours.
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THIRD YEAR.

Latin: Allen & Greenough's Cicero; Daniel's Composition; 4 hours. Greek: Goodwin's Anabasis; Collar & Daniel's Composition; 5 hours. Mathematics: Wentworth's Geometry, 5 hours. English: American and English Authors, 2 hours.	Latin: Allen & Greenough's Cicero, 5 orations completed; Ovid, 1,000 lines; prosody; 5 hours. Greek: Goodwin's Anabasis, 4 hours. Mathematics: Wentworth's Geometry, 5 hours. English: American and English Authors, 2 hours.	Latin: Kelsey's Cæsar; Greenough & Kittredge's Æneid, Book I; prosody; 5 hours. Greek: Goodwin's Anabasis, 4 books completed, 5 hours. Science: Champlin's Intellectual Philosophy, 4 hours. English: American and English Authors, 2 hours.
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FOURTH YEAR.

Latin: Greenough & Kittredge's Æneid, 5 hours. Greek: Seymour's Iliad, 4 hours. Science: Physics, 5 hours. English: American and English Authors, 2 hours.	Latin: Greenough & Kittredge's Æneid, 6 books completed, 6 hours. Greek: Seymour's Iliad, 3 books completed, 5 hours. Science: Physics, 2 hours. English: American and English Authors, 2 hours.	Greek: Herodotus, 5 hours. Mathematics: Wentworth's Solid Geometry; Review of Algebra; 4 hours. Science: Gray's Botany, 5 hours. English: American and English Authors, 2 hours.
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Latin scientific course.

FIRST YEAR.

[Same as classical course.]

SECOND YEAR.

First term.	Second term.	Third term.
Latin: Ovid, 1,000 lines; Daniel's Composition; 4½ hours. German: 5 hours. Mathematics: Wentworth's Algebra, 4½ hours. English: American and English Authors, 2 hours.	Latin: Kelsey's Caesar; Daniel's Composition; 5 hours. German: 4 hours. Mathematics: Wentworth's Algebra, 5 hours. English: American and English Authors, 2 hours.	Latin: Kelsey's Caesar, 3 books completed; Allen and Greenough's Cicero; 5 hours. German: 5 hours. English: D. J. Hill's Rhetoric, 4 hours; American and English Authors, 2 hours.

THIRD YEAR.

Latin: Allen & Greenough's Cicero; Daniel's Composition; 4 hours. German: 5 hours. Mathematics: Wentworth's Geometry; 5 hours. English: American and English Authors, 2 hours.	Latin: Allen & Greenough's Cicero, 5 orations completed; Ovid, 1,000 lines; prosody; 5 hours. German: 4 hours. Mathematics: Wentworth's Geometry, 5 hours. English: American and English Authors, 2 hours.	Latin: Ovid, 1,000 lines; Greenough & Kittredge's Æneid, Book I; prosody; 5 hours. German: 5 hours. Science: Champlin's Intellectual Philosophy, 4 hours. English: American and English Authors, 2 hours.
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FOURTH YEAR.

Latin: Greenough & Kittredge's Æneid, 5 hours. Science: Physics, 5 hours. English: Backus & Brown's Great English Writers, 4 hours; American and English Authors, 2 hours.	Latin: Greenough & Kittredge's Æneid, 6 books completed, 4 hours. Science: Le Conte's Geology, 5 hours; physics, 2 hours; chemistry, 3 hours. English: American and English Authors, 2 hours.	Mathematics: Wentworth's Solid Geometry; review of Algebra; 4 hours. Science: Chemistry, 5 hours; Gray's Botany, 5 hours. English: American and English Authors, 2 hours.
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English scientific course.

FIRST YEAR

First term.	Second term.	Third term.
Mathematics: Greenleaf's Arithmetic, 5 hours; J. C. Bryant's Bookkeeping, 5 hours. English: Maxwell's Grammar, 4 hours; American Authors, 2 hours.	Mathematics: Wentworth's Algebra, 5 hours; J. C. Bryant's Bookkeeping, 5 hours. History: History of Greece and Rome, 4 hours. English: American and English Authors, 2 hours.	Mathematics: Wentworth's Algebra, 5 hours. History: History of Middle Ages, 5 hours. Science: Martin's Physiology, 4 hours. English: American Authors, 2 hours.

SECOND YEAR

German: 5 hours. Mathematics: Wentworth's Algebra, 4½ hours. Science: Eclectic Physical Geography, 4½ hours. English: American and English Authors, 2 hours.	German: 4 hours. Mathematics: Wentworth's Algebra, 5 hours. Science: Mowry's Civil Government, 5 hours. English: American and English Authors, 2 hours.	German: 5 hours. History: Montgomery's English History, 5 hours. English: D. J. Hill's Rhetoric, 4 hours; American and English Authors, 2 hours.
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*English scientific course—Continued.***THIRD YEAR.**

First term.	Second term.	Third term.
German: 5 hours. French: 4 hours. Mathematics: Wentworth's Geometry, 5 hours. English: American and Eng- lish Authors, 2 hours.	German: 4 hours. French: 5 hours. Mathematics: Wentworth's Geometry, 5 hours. English: American and Eng- lish Authors, 2 hours.	German: 5 hours. French: 5 hours. Science: Champlin's Intellec- tual Philosophy, 4 hours. English: American and Eng- lish Authors, 2 hours.

FOURTH YEAR.

History: History of the United States, 5 hours. Science: Physics, 5 hours. English: Backus and Brown's Great English Writers, 4 hours: American and Eng- lish Authors, 2 hours.	Science: Young's Astronomy, 4 hours; Le Conte's Geology, 5 hours; physics, 2 hours; Chemistry, 3 hours. English: American and Eng- lish Authors, 2 hours.	Mathematics: Wentworth's Solid Geometry; review of Algebra, 4 hours. Science: Gray's Botany, 5 hours; chemistry, 5 hours. English: American and Eng- lish Authors, 2 hours.
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PREPARATORY YEAR.

Mathematics: Greenleaf's Arithmetic, 5 hours. Science: Swinton's Geography, 5 hours. English: Maxwell's Introduc- tion to English Grammar, 4 hours; reading, spelling, punctuation, 2 hours.	Mathematics: Greenleaf's Arithmetic, 5 hours. History: Mowry's History of the United States, 5 hours. English: Maxwell's Introduc- tion to English Grammar, 4 hours; reading, spelling, punctuation, 2 hours.	Mathematics: Greenleaf's Arithmetic, 5 hours. Science: Swinton's Geography, 2 hours. History: Mowry's History of the United States, 3 hours. English: Maxwell's Introduc- tion to English Grammar, 4 hours; reading, spelling, punctuation, 2 hours.
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